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ABSTRACT

The United States House of Representatives' Subcommittee on Postsecondary Education met in one of a series of hearings on the reauthorization of the Higher Education Act of 1965. This session heard testimony on: (1) Title III of the Act, addressing a program that provides aid to institutions of higher education which serve large numbers of disadvantaged students and that are in a weak financial condition; and (2) Title VIII, which provides aid to higher education institutions for establishing cooperative education programs. The discussion focused on strengthening institutions, historically black colleges and universities, a program of Endowment Challenge Grants, encouraging the training of minority teachers and professors, the varying mission and needs of community colleges versus four-year institutions, changes in the way the grants under the titles are administered, in particular a "wait out" period currently required before funds can be obtained, and issues surrounding the training of the work force of the future. Witnesses appeared representing professional education associations, community colleges and technical schools around the nation, historically black institutions of higher education and the Department of Education. The text contains testimony, prepared statements of the witnesses and statements of others who were not able to appear. (JB)

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HEARING ON THE REAUTHORIZATION OF THE HIGHER EDUCATION ACT OF 1965: TITLES III AND VIII

HEARING

BEFORE THE

SUBCOMMITTEE ON POSTSECONDARY EDUCATION

OF THE

COMMITTEE ON EDUCATION AND LABOR
HOUSE OF REPRESENTATIVES

ONE HUNDRED SECOND CONGRESS

FIRST SESSION

HEARING HELD IN WASHINGTON, DC, JULY 10, 1991

Serial No. 102-50

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HEARING ON THE REAUTHORIZATION OF TITLES III AND VIII OF THE HIGHER EDUCATION ACT OF 1965

WEDNESDAY, JULY 10, 1991

HOUSE OF REPRESENTATIVES,
SUBCOMMITTEE ON POSTSECONDARY EDUCATION,
COMMITTEE ON EDUCATION AND LABOR,
Washington, DC.

The subcommittee met, pursuant to call, at 9:45 a.m., Room 2175, Rayburn House Office Building, Hon. William D. Ford [Chairman] presiding.

Members present: Representatives Ford, Hayes, Sawyer, Andrews, Jefferson, Reed, Roemer, Kildee, Olver, Coleman, Klug, Petri, Roukema, and Gunderson.

Staff present: Thomas Wolanin, staff director; Diane Stark, legislative associate; and Jo-Marie St. Martin, minority education counsel.

Chairman FORD. Today we convene the Subcommittee on Postsecondary Education for number 32 in our series of 44 hearings—we're gaining, it dropped from 46—on the reauthorization of the Higher Education Act of 1965. Today's hearing will focus on Titles III and VIII of that Act.

Title III, Institutional Aid, provides funds to institutions of higher education that enroll large proportions of disadvantaged students and which are relatively weak financially. The goal of the program is to enable those institutions to better serve the students they enroll with a higher quality educational program.

Title VIII of the Higher Education Act aids institutions of higher education in establishing cooperative education programs. Acting through partnership agreements between universities and public and private employers, cooperative education programs provide students with paid work experience that relates to the student's career and academic study. Title VIII is one of the Federal Government's most successful programs.

I look forward to hearing the testimony of this panel here today. Before we proceed, without objection, the prepared statements for the hearing of June 27, which was cancelled, will be included in the record contemporaneously with the events of June 26.

Do we have any opening statements this morning? Does anyone over here have anything to say?

I almost overlooked the fact that we have a new member of the committee who hasn't yet been assigned a subcommittee, because we have to go through all this process. It would be much better if

they just made me dictator for a day and let me take care of it, John, but we have all these rules now.

[Laughter.]

Chairman FORD. Mr. John Olver is the newest member of the House from the State of Massachusetts. He selected this committee actually when he was a candidate for office. We're very pleased that his selection to come on this committee worked out.

John will be joining us, but this is not his first time here. There is an object lesson here, John. If you come in here and testify, sooner or later, you may have to have retribution. We checked and found that on March 6, 1986, you testified before this committee on the impact the Reagan budget for that year would have on higher education programs. You were then Senator John Olver of Massachusetts. So that you realize that nothing you ever say around here gets away from you, we have the transcript of your statement here for you this morning.

We welcome you to the committee.

Hearing no other comments, we'll proceed with John Childers, who is the Deputy Assistant Secretary for Higher Education Programs; followed by Dr. William Harvey, President of Hampton University, Hampton, Virginia; Dr. David Beckley, President, Wiley College, Marshall, Texas; and Dr. Emily Mathis, Assistant to the President, Christian Brothers University, Memphis, Tennessee.

You may proceed, Mr. Childers.

STATEMENT OF THE HONORABLE JOHN CHILDERS, DEPUTY ASSISTANT SECRETARY FOR HIGHER EDUCATION PROGRAMS, U.S. DEPARTMENT OF EDUCATION, WASHINGTON, DC

Mr. CHILDERS. Mr. Chairman, thank you very much.

Members of the committee, it's a pleasure to be here today talk to you about Title III of the Higher Education Act.

The Title III programs are among the most important administered by the Office of Higher Education Programs and this year account for $205 million, approximately a quarter of all the funds administered by the office. I have a personal interest in Title III in that my father participated as a visiting professor in a Title III program at Southern State College in Magnolia, Arkansas, in the late 1960s.

The four Title III authorities that I will be talking about today are Part A, Strengthening Institutions; Part B, Strengthening Historically Black Colleges and Universities; Part B, Section 326, the Historically Black Graduate Institutions; and Part C, the Endowment Challenge Grants.

As a result of the consistent support which Title III institutions have had from the Congress and the administration over a number of years, the appropriations for this program have grown from $135 million in 1986 to $205 million today. A particularly important aspect of the program is the historically black colleges and universities which will receive close to $100 million this year from this program.

I would like to describe each of the parts of Title III briefly and mention to you some changes the administration is proposing during reauthorization.

Part A, the Strengthening Institutions Program, provides support on a competitive basis to institutions to plan, develop, and implement activities for institutional improvement, such as faculty and academic program development; administrative management improvements; improvements of libraries and laboratories; acquisition of equipment; and provision of student services.

Key eligibility requirements for Part A institutions are that institutions must have low average educational and general expenditures per full-time student equivalence, and include in their enrollment a significant percentage of financially needy students. At present, the pool of eligible institutions for Part A is over 900 institutions. Historically, we have been able to fund only about one in six applications under Part A. This year, due to the amount of funds available and the number of applications, we were able to fund only one in ten applicants under Part A.

The administration is proposing several changes to Part A during the reauthorization. One, we would leave the percentage of students receiving Pell Grants as a criteria, but would propose to eliminate the 50 percent of students receiving need-based student aid as an option in the criteria.

We would also like to request that the Secretary be authorized to adjust the threshold for institutional eligibility based upon educational and general expenditures, thereby narrowing the size of the pool of eligible institutions, and targeting assistance on institutions most in need. We would also propose that institutions in the future be limited to one 1 year planning grant and one 5 year development grant.

Two other aspects of the proposal are to eliminate the set-aside for 2 year institutions and to change the minority set aside procedure in the legislation. We find that the current procedure funds institutions with the highest percentage of minority students, regardless of the merits of their proposal. This means that we have to pass over some institutions with more meritorious proposals, but whose percentage of minorities is somewhat less.

The Part B proposal is Strengthening Historically Black Colleges and Universities. I have provided in my testimony a list of uses to which these funds can be put, such as supporting faculty exchanges and improving instructional facilities. I will just note that up to 50 percent of the funds in this part may be used to construct or maintain instructional facilities.

Part B, as opposed to Part A, is a formula grant program, not a competitive program. Funds are allocated among HBCUs on a formula based on the number of Pell Grant recipients, the number of graduates of the institution, and the percentage of graduates who are attending graduate or professional school. I have in my testimony a list of the use of purposes to which Part B funds have been put in a typical year.

The administration is proposing a number of changes to Part B, as well. We would like to permit institutions to use their funds under Part B to establish or maintain development offices. We would like to add that to the list of appropriate purposes. We would also like to build in some accountability measures and have Part B institutions submit the same application and performance reports as Part A institutions and build in some other accountabil-

ity measures as well. The proposal would be to have Part B continue for 10 years, with the reauthorization in 1987 being the starting point of that 10 year period.

The other part of the HBCU section of the bill is the Historically Black Graduate Institutions which currently supports five specifically named institutions. We are proposing no substantive changes to that program.

The Part C Endowment Challenge Grants are endowment grants to institutions who are eligible to receive grants under either Part A or Part B. Individual grants of a smaller nature must be matched on a dollar for dollar basis; however, large grants are possible over $1 million. They only have to be matched on one half the size of the grant.

We are proposing several changes to Part C. We would like to raise the level at which grants over $1 million can be made from $10 million to $20 million. This change would ensure that more institutions would have the opportunity to receive an endowment grant.

We would like to require plans to be submitted short and long term for raising and using Part C funds as part of the application process. We would like to extend current priority to applicants for Part C to institutions who have received grants under Part A or Part B in the past 5 fiscal years, rather than just current grantees under Part A or Part B. We would like to authorize the appropriation of $10 million in fiscal year 1992 and such sums thereafter for endowment grants for HBCUs as specific set-asides in Part C for HBCUs.

There are two general provisions, Mr. Chairman. We would propose to repeal the waiver which exempts Title III institutions from the non-Federal matching requirements authorized under other titles of the Higher Education Act. As Title III eligible institutions represent about one third of all institutions of higher education, that is a large number of institutions that are exempt from matching requirements under other titles of the Higher Education Act. We have a number of proposals to clarify and eliminate certain waivers of the criteria used to determine institutional liability.

We are strongly supportive of the Title III proposals and the aims of the program. We hope that the suggestions that the administration brings will help in the administration and improve the program; but, certainly, I think our goals are to strengthen and improve the Title III program.

Thank you very much.

[The prepared statement of Hon. John Childers follows:]

DEPARTMENT OF EDUCATION

Statement by

John B. Childers
Deputy Assistant Secretary
for
Higher Education Programs

before the

House Subcommittee on Postsecondary Education

on

Reauthorizing the Institutional Aid Programs under Title III

July 10, 1991

Mr. Chairman and Members of the Committee:

I appreciate this opportunity to appear before you today to discuss the Administration's reauthorization proposals for the Institutional Aid programs authorized by Title III of the Higher Education Act of 1965.

The Title III programs are among the major responsibilities I have as Deputy Assistant Secretary for Higher Education Programs. The current funding level for the Title III programs is $205 million, approximately 26 percent of all the program funds to be obligated in the current fiscal year for which I am responsible.

My personal interest in the Title III programs was initiated by my father's participation as a visiting professor in a Title III-funded program at Southern State College in Magnolia, Arkansas, during the late 1960's and early 1970's.

The Title III programs have been an integral part of the Higher Education Act since its inception in 1965. They have played a vital role in strengthening the administration and academic programs of institutions of higher education, particularly those which serve low-income and minority students. Currently, Title III authorizes four Institutional Aid Programs:

- Part A -- Strengthening Institutions;
- Part B -- Strengthening Historically Black Colleges and Universities;
- Part B, Section 326 -- Strengthening Historically Black Graduate Institutions; and
- Part C -- Endowment Challenge Grants.

A particularly important aspect of the bill has been the support provided to historically Black colleges and universities; in 1966 they received $3 million of the $5 million appropriated for Title III. In 1991, they will receive close to $100 million. The rest of the Title III assistance is directed at the schools enrolling the largest percentages of disadvantaged and minority students.

As a result of the critical role which Title III institutions have played in providing quality postsecondary education to low-income and minority students, Title III has had the consistent support of the Congress and the Administration with the appropriation increasing from $135 million in 1986 to $205 million today.

I would like to describe each of these programs briefly and tell you what changes the Administration is proposing during reauthorization.

Strengthening Institutions

The Strengthening Institutions Program provides support, on a competitive basis, to institutions to plan, develop, and implement activities for: faculty and academic program development, funds and administrative management, joint use of libraries and laboratories, acquisition of equipment to be used in strengthening fiscal management and academic programs, and student services. To participate in the Strengthening Institutions program, an institution must:

- award a bachelor's degree or be a junior or community college;
- provide an educational program legally authorized by the State in which it is located; and
- have been accredited for five years or be making reasonable progress toward accreditation.

In addition to these basic criteria, an institution must also have low average educational and general expenditures per full-time equivalent undergraduate student, and include in its enrollment a significant percentage of financially needy students. At present, the pool of eligible institutions is very large, over 900 -- comprising roughly one-third of all the institutions of higher education in the country.

Awards are made competitively with only one in six institutions that apply receiving support. Since 1987, 594 institutions have received $383.7 million in support under the Strengthening Institutions Program.

The Administration is proposing a number of changes to Part A during this reauthorization of the Higher Education Act. These changes include:

- Eliminating the "50 percent of students receiving need-based student aid" option from the "needy student" element in the eligibility formula.
- Authorizing the Secretary to establish a threshold for institutional eligibility based on educational & general expenditures, thereby reducing the size of the pool of eligible institutions and thus targeting assistance on institutions most in need.
- Requiring evidence that an institution is achieving the goals for which funds were granted before making additional grants.
- Limiting institutions to one year-long Planning grant and one five-year Development grant.

- Eliminating the set-asides under Part A for community colleges and institutions with the highest percentage of minority students. These set-asides result in inequitable treatment of institutions. The 2-year colleges have competed very successfully each year, winning on their own merits more than the set-aside amount. Funding institutions with the highest percentage of minority students results in other institutions, which scored well in the annual grant competition, and many of which also have high percentages of minority students, being passed over while institutions with lower scores receive support.

By eliminating the requirement that a specific percentage of an institution's students receive need-based aid and by establishing an expenditure threshold as a measure of need for funding, the Secretary will have greater flexibility in targeting support to the institutions that need it most. Enforcing accountability for project objectives will ensure that institutions document that the funds provided under this program are measurably improving the quality of programs and administration. Limiting institutions to one award of each type of grant will ensure institutional independence and avoid sole dependence on Federal funds for developmental activities.

Strengthening Historically Black Colleges and Universities (HBCUs)

The Strengthening Historically Black Colleges and Universities program helps HBCUs to improve their academic programs and management. Funds provided under this program may be used to:

- purchase, rent, or lease scientific or laboratory equipment for educational purposes;
- construct, maintain, renovate, or improve instructional facilities;
- support faculty exchanges and development;
- provide academic instruction in disciplines in which Black Americans are underrepresented;
- purchase library and other educational materials;
- provide tutoring, counseling, and student services designed to improve academic success;
- support administrative management, including the acquisition of equipment for use in strengthening funds management; and
- support joint use of facilities.

Up to 50 percent of the funds may be used to construct or maintain instructional facilities.

Funds are allocated among HBCUs by a formula based on the number of Pell Grant recipients enrolled, the number of graduates, and the percentage of graduates who are attending graduate and professional school in degree programs in which Blacks are underrepresented. The statute provides for a minimum $350,000 allotment for each eligible institution.

Since 1987, 98 historically Black colleges and universities have received $351.1 million. In fiscal year 1988, the funds provided were used as follows:

Distribution of Fiscal Year 1988 Title III – Part B Funds by Activity

Activity	Amount	Percent of Total
Scientific Equipment	$ 7,364,755	12%
Construction & Maintenance	7,480,131	12%
Faculty Exchanges	3,233,745	5%
Academic Instruction in Disciplines in Which Blacks are Underrepresented	23,431,128	37%
Library and Other Educational Materials	3,252,008	5%
Student Services	12,554,536	20%
Project Administration	6,271,197	9%
Total Federal Funds	$63,587,500	100%

We are proposing a number of changes to Part B during this reauthorization of the Higher Education Act. These changes include:

- Eliminating the requirement that Part B institutions continue to have as their principal mission the education of Black Americans. It is inappropriate for the Federal government to encourage any institution to have as its principle mission the education of any single racial group.
- Permitting institutions to use their allocation of funds under Part B to establish or maintain a development office. This change would support institutions in their efforts to seek corporate, foundation, alumni, and other

private funds and is consistent with the goal of making participating institutions less dependent on Federal funding.

- o Enforcing accountability by requiring that institutions establish measurable performance goals and that they demonstrate satisfactory progress toward those goals as a condition for receiving a continuation award. Institutions would be required to document that funds provided under this program are measurably improving the quality of their programs and administration.
- o Requiring Part B institutions to submit the same application and performance reports as Part A institutions.
- o Carrying out congressional intent by stipulating that institutions may receive up to 10 years of support under Part B, with fiscal year 1987 as the first year of this 10 year period.

Strengthening Historically Black Graduate Institutions (HBGIs)

The Strengthening Historically Black Graduate Institutions program provides support to five postgraduate institutions: Morehouse School of Medicine; Meharry Medical School; Charles R. Drew Postgraduate Medical School; Clark Atlanta University; and Tuskegee Institute of Veterinary Medicine. Awards under this program are limited to $500,000 unless the institution agrees to match the funds provided. A minimum of $3 million under this program is set-aside for Morehouse School of Medicine. The funds may be used for the same purposes as the Strengthening Historically Black Colleges and Universities program except that funds may also be used to establish an endowment or a development office to

increase contributions from private sources. Since 1987, the five historically Black graduate institutions have received $48.6 million under this program.

We are proposing no substantive changes to the program. Our reauthorization proposal would clarify the fact that the 5 HBGIs can receive only 10 years of support under this program, with the first year of support being 1987, as is the case with the undergraduate Part B program. The change is proposed to ensure that these institutions do not come to depend on Federal support alone and to encourage them to expand their base of support.

Endowment Challenge Grants

The Endowment Grant program provides funds to institutions eligible to receive grants under either Parts A or B to establish or increase their endowment funds. In general, an institution may receive only two endowment grants in any five-year period. Individual grants may not exceed $500,000 or be less than $50,000 and must be matched on a dollar-for-dollar basis. However, if the appropriation for the Endowment Grant program exceeds $10 million, grants of $1 million or more are permitted with the institution providing a match of one-half the size of the grant. Recipients of these larger grants may not reapply for a period of 10 years. The grant and matching funds must be invested in low-risk securities. The institution may not spend the endowment corpus for 20 years but may use one-half the income earned on institutional expenses. Since the Endowment Grant program was first authorized in fiscal year 1984, 198 institutions have received 238 grants in the amount of $114.6 million.

We are proposing a number of changes to Part C during this reauthorization of the Higher Education Act. These changes include:

- Repealing the expired "Challenge Grant" program. Funds were last provided for new awards under this program in fiscal year 1984 when the Endowment Grant program was authorized.
- Raising the level at which Endowment Grants over $1 million can be made from $10 million to $20 million. This change would ensure that a larger number of institutions would have a greater opportunity to receive an Endowment Grant.
- Requiring applicants to submit long and short term plans for raising and using Part C funds as part of their applications for endowment challenge grants. This will encourage planning by applicants and will promote accountability for the use of Part C funds.
- Extending current priority to applicants under Part C to institutions that have received grants under Parts A or B in any of the last five fiscal years. This would ensure more equitable treatment of grantees than under current law and is consistent with our proposal under Part A to limit institutions to one grant.
- Authorizing the appropriation of $10 million in fiscal year 1992 and such sums thereafter for Endowment Grants for HBCUs. This change is consistent with the Administration's goal of increasing support to these vital institutions.

General Provisions

In addition to the changes proposed under each of the specific programs, a number of other changes are proposed to the General Provisions (Part D) of Title III. These changes include:

- Repealing the waiver exempting Title III institutions from the non-Federal matching requirements under programs authorized by Titles II, IV, VII, and VIII of the Higher Education Act. Giving this waiver to Title III institutions is inappropriate since these institutions and their students directly benefit from participation in these other programs. By requiring these institutions to comply with the non-Federal matching requirements, more dollars are then available for student aid and other purposes.
- Eliminating certain waivers of the quantitative criteria used to determine institutional eligibility. These waivers unnecessarily expand the pool of eligible institutions to include some that do not need Title III support.

We believe that these and other changes proposed for Title III will simplify program administration, improve targeting of limited Federal assistance to institutions with the greatest need of assistance, and ensure accountability.

Thank you for this opportunity to testify in support of the Department's reauthorization proposals for Title III of the Higher Education Act. I will be happy to respond to any questions you may have.

Chairman FORD. Mr. Harvey.

STATEMENT OF DR. WILLIAM HARVEY, PRESIDENT, HAMPTON UNIVERSITY, HAMPTON, VIRGINIA

Mr. HARVEY. Thank you, Mr. Chairman.

To you, Mr. Chairman, and members of the committee, on behalf of 12 educational organizations, I am pleased to appear before you this morning to present recommendations on the reauthorization of Title III of the Higher Education Act. I will give a brief overview of my written testimony, which I am submitting for the record.

Chairman FORD. Without objection, all of the prepared statements presented by the witnesses will be inserted in the record in full immediately following their oral testimony this morning. Without objection, it is agreed to.

Go ahead, Mr. Harvey.

Mr. HARVEY. I will preface the recommendations by stating that the higher education community strongly supports reauthorizing Title III at increased funding levels and with several technical changes that would enable Title III to better assist its constituents. As President of Hampton University for 13 years, I could spend my allotted time talking about the good aspects of the program. I won't do that. I will say to you, however, that without Title III, Hampton University would not be where it is today.

We initiated the MIS Program and we initiated a number of academic programs, including mass media, print, and broadcast journalism. We've been able to provide technology for every aspect of our program. We've increased our fund raising capability. We've improved our administration. I really believe that without Title III, we would be 10 to 15 years away from where we are right now.

This program has provided enormous development assistance to the segment of our higher education system that struggles to provide high quality educational programs and services for our disadvantaged and minority populations.

My colleagues in the 12 associations which I represent today join me in thanking you for all that you have done. We offer the following recommendations to guide you in your deliberations.

On Part A, Strengthening Institutions, we recommend that the minority set-aside be modified to include the language, "institutions with high percentages" of minority students in order to allow more minority institutions to compete.

Presently, 25 percent of Part A appropriations are set-aside for institutions with the language, "with the highest percentage" of minority students. With this language, institutions with high minority enrollment and more meritorious proposals are skipped over to fund proposals from institutions with higher minority enrollment and less meritorious proposals.

We recommended in our joint submission on April 8, 1991, that the Part A set-aside for community colleges be removed. Since that time, this recommendation has become somewhat controversial. I cannot, at this point, present a consensus opinion among the higher education community.

Still at issue, however, is the fact that the dollar set-aside, some $51.4 million, for community colleges provides 75 percent of the

Part A funding for 2 year colleges. Four-year colleges, on the other hand, which serve a larger number of disadvantaged and minority students, receive the remainder. Within the educational community, we will try to work out a consensus position on this particular issue.

We recommend the elimination of the 5 year wait-out period for institutions which successfully complete a Part A Grant. If an institution successfully completes a new initiative and takes it over as intended by a development grant, it should be allowed to reapply for grants to support new developmental activities without a wait-out period. Removal of the wait-out period would reinforce the concept of development.

We recommend that Part A and Part B institutions be permitted to participate in multiple cooperative agreements, and that grants for Parts A and B be allowed to be awarded directly to formal consortia.

Multiple cooperative agreements, as well as formal consortia, could improve cooperation and administration of Part A and B Programs by participating institutions. Currently, consortia are not permitted and only one cooperative agreement is permitted. I should say that there is consensus among the 12 associations that I represent today. However, I have been advised that the UNCF does not support this position. Therefore, within the total community, we still have to work out some aspect of compromise on this issue.

On Part B, Strengthening Historically Black Colleges and Universities, we recommend increasing the minimum Part B Grant from $350,000 to $500,000.

In 1987, at an appropriation level of $46.7 million, 41 historically black colleges and universities received the minimum grant. In 1991, at an appropriation level of $87.8 million, 14 institutions received the minimum grant. The 14 institutions which received the minimum in 1981 have received the minimum since 1987, even though the appropriations have almost doubled. These institutions have been particularly productive over the past 5 years, and they are in great need of additional assistance.

I would also submit for the record, Mr. Chairman, Attachment One to my written testimony which gives some characteristics and accomplishments of the 14 institutions that would be affected by the floor change. I have so submitted this for the record.

We recommend that five schools be added to the list of five eligible graduate institutions, and that the Secretary be authorized to make additional institutions eligible in the future as they develop appropriate programs. Both recommendations will require an increase in the authorization for Section 326.

Between 1978 and 1988, there was a 47 percent drop in the production of Black male doctorates, and during this same period, Black Americans were the only minority group showing a decline in the total number of doctorates. Yet, in contrast, there was a 63 percent increase in the number of doctorates received by non-U.S. citizens.

In my judgment, it is in the Nation's interest to reverse this trend in order to replenish our aging professorate and to help regain our competitive edge. The unparalleled success of HBCUs in educating blacks at the undergraduate and graduate level would

make them logical recipients of a Federal investment to increase the number of Black doctorates. A precedence for this type of investment can be seen in the establishment of centers for excellence by the National Science Foundation. They did this for majority institutions to increase the number of Ph.D.'s in the sciences. This has been an enormous success.

For the record, I would like to submit Attachment Two to my written testimony which gives some of the characteristics and accomplishments of the five institutions presently seeking participation in Section 326.

In 1990 to 1991, these institutions enrolled almost 2,000 students in various fields of law, pharmacy, and other social science fields. Between 1987 and 1991, they graduated almost 2,000 lawyers and pharmacists with an average passing rate of 80 percent on the licensing national boards. Federal support for these highly productive black institutions, for those with emerging graduate programs, as well as continual support for those institutions already participating in Section 326 will help address the problem of the undersupply of Black doctorates, legal scholars, and health professionals.

On Part C, Endowment Challenge Grants, we recommend that $20 million of the Part C appropriations be reserved for HBCUs, and that the authorization level of Part C be increased to $75 million. There is consensus among the 12 associations which I represent today for this particular recommendation.

The establishment of the Endowment Challenge Grant Program in 1983 reflects the sensitivity of the Congress to the fiscal vulnerability of black colleges and universities, as well as other small, underfunded institutions. This program fulfilled the dream of Dr. Fred Patterson, founder of the United Negro College Fund, and others who called for a major Federal role in ensuring financial stability and self-sufficiency for HBCUs.

Between 1983 and 1986, HBCUs received about 50 percent of the Part B funds. However, since 1987, HBCUs have received only 13 percent of the funds in the absence of a set-aside. A set-aside provision would restore the original intent of Congress that the Endowment Program ensure the financial stability of HBCUs. The bipartisan support of the initiatives in the 101st Congress was further evidence that the Congress views the Endowment Program as a vehicle to ensure, preserve, and advance HBCUs as national resources.

We also recommend that the wait-out period for Part C grants be reduced from 10 to 5 years to provide additional opportunities for institutions to seek matching grants, and that grants should be capped relative to the size of the appropriation to prevent the entire appropriation from being consumed by grants to only a few institutions.

Specifically, we suggest that grants be limited to $500,000 when the appropriation is under $11 million, and to $1 million when the appropriation is between $11 and $20 million.

Federal endowment support is appreciated in its own right. Moreover, just as importantly, it is appreciated for the enormous extent to which it helps HBCUs to leverage private resources. Therefore, I would ask you to consider (a) including some flexibility in the legislation which would allow any HBCU with the capability

to generate endowment support to participate in the program; (b) remove language which penalizes those HBCUs which have been more successful in building their endowments from the private sector; and (c) perhaps including a classification of HBCUs according to their fund raising potential and level of endowment. Even though some HBCUs, including Hampton University, have been very successful in building their endowment, they do not match their majority counterparts. There are no HBCUs on the list of 100 institutions with the largest endowments.

Mr. Chairman and members of the committee, what I'm actually saying is that those of us who go out and use initiative and work hard, should not be penalized. I am asking that you remove that language from the law. In the 13 years that I have been President of Hampton, we've increased our endowment over $50 million from the private sector. This is because we have used that initiative and have worked hard. There are other institutions who have done the same. What we are saying is that we should not be penalized because we do that, and are asking you to respectfully consider removing the language which would do that.

In closing, Mr. Chairman, I would note that a Black College Joint Legislative Committee has been established to assist the Congress and the administration and to speak with one voice relative to legislation and appropriations for HBCUs. This committee, which I chair, is composed of presidents representing members in NAFEO, UNCF, and the Office of the Advancement of Public Black Colleges. We have organized this committee to be of help throughout the reorganization process and we hope you will call on us if we can be of assistance.

Thank you.

[The prepared statement of Dr. William Harvey follows:]

STATEMENT

to the

SUBCOMMITTEE ON POSTSECONDARY EDUCATION

COMMITTEE ON EDUCATION AND LABOR

UNITED STATES HOUSE OF REPRESENTATIVES

July 10, 1991

by

William R. Harvey, President,
Hampton University

On behalf of:

American Association of Community and Junior Colleges
American Association of State Colleges and Universities
American Council on Education
Association of American Universities
Association of Catholic Colleges and Universities
Association of Urban Universities
Council of Independent Colleges
National Association for Equal Opportunity in Higher Education
National Association of College and University Business Officers
National Association of Independent Colleges and Universities
National Assn. of Schools and Colleges of the United Methodist Church
National Association of State Universities and Land-Grant Colleges

Mr. Chairman and Members of the Subcommittee:

I am pleased to appear before the Subcommittee this morning to present the recommendations of a dozen higher education associations on the reauthorization of Title III of the Higher Education Act.

Title III Institutional Aid (formerly Developing Institutions) is the only federal program which provides direct assistance for academic and financial development to institutions serving large proportions of disadvantaged students. As such, it provides a margin for real growth and development beyond mere survival for hundreds of community colleges, four-year public and private institutions, Historically Black Colleges and Universities (HBCUs), and other institutions serving predominantly minority students.

The higher education community strongly supports reauthorizing Title III at increased funding levels, with a number of technical changes to enable it to better serve its constituency. The changes we propose for each of the three parts of the Title are outlined below:

III-A: Strengthening Institutions

Part A currently provides project grant awards to some 300 institutions with relatively low educational and general expenditures and substantial enrollments of students receiving federal need-based aid. It is used for faculty and academic program development, management, joint use of libraries and laboratories, acquisition of equipment, and student services.

Twenty-five percent of Part A appropriations are set aside for institutions "with the highest percentages" of minority students. Under this language, institutions with the most meritorious project proposals and high minority enrollments (over 80 percent, in some instances) must be skipped over to fund applications of lesser merit from institutions with higher minority enrollments. We recommend that this setaside be mo-fified to

institutions "with high percentages" of minority students, to allow more minority institutions to compete.

Another Part A setaside, for community colleges, has proved controversial. When the program was first established, 76 percent of funds were reserved for baccalaureate degree-granting institutions. In 1980 this was changed to a 24 percent floor for community colleges, but their participation expanded rapidly and by the mid-1980s they received 78 percent of Part A funding. In 1986 their setaside was changed to a fixed amount of $51.4 million, representing their current level of funding. When appropriations for the program were reduced in FY 88, this protected the community colleges, but it substantially impaired funding for four-year institutions: they received no new grants and had their continuing grants reduced by 40 percent. Despite increased funding in subsequent years, participation by four-year institutions has never fully recovered, and community colleges still receive about 75 percent of Part A funds.

It is important to assure that four-year institutions receive a fair share of III-A support. While community colleges have a high proportion of disadvantaged and minority students, larger numbers of these students continue to be enrolled in public and private four-year institutions. (In 1988, the last year for which data are available, four-year colleges enrolled 2.5 million Title IV recipients and 1.3 million minority students, compared to 1 .nillion Title IV recipients and 1.1 million minority students in community colleges.) Another principal objective of Part A, to help "institutions...face problems that threaten their ability to survive," speaks directly to the needs of many small, four-year private institutions, heavily dependent on tuition revenue and without recourse to significant public funding.

To address this issue, the recommendations we submitted to the Subcommittee earlier this spring included a proposal to eliminate the community college setaside, but the American Association of Community and Junior Colleges later withdrew its support for this recommendation. Therefore we do not have a consensus position on the issue at this time.

We recommend elimination of the five-year wait-out period for institutions which successfully complete a Part A grant. The current program properly emphasizes developmental as opposed to operational grants: the purpose is to give an institution time to try a new initiative and refine it before taking over its full support. In this context, however, the five-year wait-out period makes little sense: if an institution successfully completes a III-A program and has another initiative it wants to undertake, it ought to be permitted to apply for assistance for those activities.

To improve cooperation and administration of both Part A and Part B programs by participating institutions, we recommend that they be permitted to participate in multiple cooperative agreements, and that grants for Parts A and B be allowed to be awarded directly to formal consortia. Current regulations limit institutions to participation in only one cooperative agreement, and consortia are not eligible grantees. Direct consortial grants are permitted and have proved successful in the Fund for the Improvement of Postsecondary Education. Under such an arrangement, the consortial grantee would be a legal entity with nonprofit tax-exempt status, and application by informal consortia of convenience would be precluded. This approach places administration in a neutral body, equally controlled and supported by the participating institutions. Our recommendation would foster cooperative relationships between Part A and Part B institutions, as well as with other

institutions that might wish to establish consortial relations with them to maximize their degree offerings and facilities.

Part B: Strengthening Historically Black Colleges and Universities

Part B currently provides approximately 100 grants to strengthen the programs and management of Historically Black Colleges and Universities. The awards are formula grants based on their relative enrollment of Pell Grant recipients, number of graduates, and number of graduates entering graduate and professional school in areas in which Blacks are underrepresented.

To argue the value of HBCUs is neither my specific charge nor my intent, for recent initiatives would suggest we share a common understanding of and appreciation for the unique role of HBCUs in our educational enterprise. The fact of my long-standing link to HBCUs bespeaks my faith in the power and potential of these remarkable institutions. I am enormously proud of my doctoral degree from Harvard University, but I am even more proud of my association with Talladega College and Virginia State University for their careful nurturing of those skills and talents which rendered that achievement possible.

I am also proud of Hampton University which has given me, as President, the opportunity and the pleasure of carrying on the noble tradition of providing for minority youth the solid living, learning, and nurturing experiences which are the hallmarks of HBCUs. Founded in 1868 as Hampton Normal and Agricultural School, Hampton University today has evolved into one of the premier institutions in our country.

A private, nonsectarian, coeducational, four-year institution, Hampton offers the baccalaureate degree in forty-seven areas and the masters degree in sixteen, including the MBA. Its attraction to high school graduates is reflected

in the nearly 9,000 applications for admission for the 1,100 seats available for each freshman class. Its student body, totaling 5,400, is heavily recruited by some of the more prestigious agencies, corporations, and graduate schools in the nation. Its strong and often innovative curricula, its distinguished faculty, its record of research, and its fiscal soundness keep it at the forefront of the higher educational enterprise. Many other HBCUs can report similar achievements, especially in light of help received under Title III.

The case for increased support for Historically Black Colleges and Universities is clear and compelling. As providers of equal educational opportunity for over 100 years, they are responsible for the emancipation of Blacks from illiteracy between 1865 and 1935 and for the education of the majority of Black professionals. They enroll approximately 20 percent of the Black students in higher education, yet they graduate almost 40 percent of the Blacks who earn baccalaureate degrees annually. Many of our most distinguished Black Americans in medicine, law, business, military and public service are graduates of HBCUs.

Increased investment in these vital resources is an investment in our nation, for their value is indisputable. The fact that you have taken appropriate initiatives, including establishment of Title III-B, is a source of encouragement to us all. Moreover, you have graciously extended to me this invitation to present views on behalf of Black colleges and universities as well as institutions representing the higher education spectrum. This clearly indicates that you perceive the enormous possibilities for progress inherent in our collective efforts to position HBCUs and other developing institutions for the educational, social, and moral challenges facing us in the decades ahead.

I would like to preface our recommendations for Part B with a few facts about the successes of the program in recent years. Some additional facts will be provided by my colleagues at the Subcommittee's July 27 hearing in New Orleans.

Appropriations for Title III-B totalled $351.2 million for the period FY 87-91. Approximately 100 HBCUs received an average of $714,000 per year. The number of institutions receiving the minimum grant of $350,000 declined from 41 in 1987 with an appropriation of $46.7 million to 14 in 1991 with an appropriation of $87.8 million. The graduate and professional schools under Section 326 received $48.6 million from 1987 to 1991.

Between 1987 and 1990, in view of increased appropriations for Title III-B, enrollment in HBCUs rose from 217,921 to 246,000 students--an increase of over 13 percent. The number of Pell Grant recipients in HBCUs increased by 5.8 percent, rising from 106,501 in 1987 to 112,278 in 1990. During this same period, HBCUs have been very productive also in graduating students at the graduate level. In 1987 there were 114 doctorates conferred to Blacks from a total of 105 HBCUs, out of 1,060 doctorates conferred to Blacks from all U.S. institutions combined. HBCUs, therefore, are graduating, on a per institution basis, three and a half times more PhDs than all U.S. institutions. The ratio is about six times for masters degrees. Some 12 HBCUs grant doctorates and 48 grant masters degrees.

The recommendations which follow are offered to increase the awards of the neediest HBCUs which have not received more than the minimum grant over the past five years, to allow for greater flexibility in the uses of the funds, and to provide funding for five additional graduate and professional schools and for those which are emerging.

We recommend increasing the minimum Part B grant from $350,000 to $500,000. This would help some fourteen smaller institutions, which do not necessarily receive increases as appropriations increase because the allotment is number-driven, based on the proportionate number of Pell recipients.

We also recommend a change in the authorizing language to permit the use of Part B funds for activities which are not specifically authorized, but which contribute to the purposes of the program. The current language of the statute is too limiting; institutions need the flexibility to use funds for actitivities which promote the goals of their program even though they may not be specifically authorized.

Graduate Support. Part B also provides a separately-authorized program (Section 326) for support of Historically Black Professional or Graduate Schools "making a substantial contribution to the legal, medical, dental, veterinary, or other graduate education opportunities for Black Americans." Five schools are named in the law as eligible for this support, but since Section 326 was originally drafted, five more institutions have developed graduate programs to deal with the undersupply of minorities in critical areas of need. They include: Xavier University School of Pharmacy, Southern University School of Law, Texas Southern University School of Law or School of Pharmacy, Florida A & M University School of Pharmaceutical Sciences, and North Carolina Central University School of Law.

We recommend that these schools be added to the list of eligibles, and that the Secretary be authorized to designate additional institutions for eligibility as they develop appropriate programs, rather than wait for periodic amendment of the statute. Both recommendations will require an increase in the authorization for Section 326.

The case for additional support for HBCU graduate programs is particularly convincing in light of the fact, reported by ACE, that the production of Black male doctorates dropped 47 percent from 1978 to 1989. In contrast, there has been a 63 percent increase in the number of PhDs received by non-U.S. citizens. The National Science Foundation reports that between 1978 and 1988 PhD recipients among non-U.S. citizens in the natural sciences increased from 14 to 24 percent. In engineering, the percentage of doctorates awarded to foreign students rose from 30 percent in 1978 to 45 percent in 1985. Furthermore, Black Americans are the only minority group showing a decline in the number of doctorates awarded between 1979 and 1989.

Clearly, it is in our nation's interest to invest in the production of Black doctorates to help replenish our aging professoriat and to help regain our competitive edge. HBCUs have an unparalleled record in educating Blacks at the undergraduate and graduate levels; therefore they are logical institutions to receive federal help to increase the production of Black PhDs.

A precedent for investing in HBCUs can be seen in NSF's establishment of Centers of Excellence at majority institutions in the 1960s to increase their capacity to produce PhDs in the sciences. Surely, the underrepresentation of Blacks with doctorates in areas critical to the national interest warrants a replication of this model which would increase the capacities of HBCUs to offer doctorates as well as to perform needed research.

Part C: Endowment Challenge Grants

This authority currently provides about 20 matching grants annually to institutions eligible for either Parts A or B to establish or increase their endowments. During the grant period of up to ten years an institution may not withdraw or expend any of the endowment fund corpus; after

termination of the grant the corpus may be used for any educational purpose. Institutions receiving grants are not eligible to reapply for another ten years.

Challenge Grants are critical to assuring the fiscal stability of small, under-funded institutions, particularly Historically Black Colleges and Universities. Hampton, like her sister institutions but unlike her majority counterparts, operates within a framework of a particular vulnerability, a major antidote to which is sustained support from the public and private sectors which, in all instances, can mean for these institutions the difference between survival and extinction.

The establishment of the Endowment Challenge Grant Program in 1983 reflects the sensitivity of Congress to the fiscal vulnerability of Black colleges and universities and other small, underfunded institutions. This program fulfilled the dream of Dr. Fred Patterson, founder of the United Negro College Fund (UNCF), and others who called for a major federal role in ensuring the financial stability and self-sufficiency of HBCUs. During the early years of the Part C program, HBCUs received about 50 percent of the funds. However, in 1986 the application of the setaside for minority institutions was removed from Part C, and since then HBCUs have received only 13 percent of the funds. Specifically: in 1987, three of six awards went to HBCUs; in 1988, eight of twenty-four; in 1989, five of twenty; and in 1990, two of twenty. From 1984-90, 66 HBCUs received 105 grants/grant reservations totalling $32.9 million, while 198 institutions (including the 66 HBCUs) received 283 grants/grant reservations totalling $114.5 million.

Therefore, legislative changes are needed to restore the original intent of Congress that the endowment program ensure the financial stability of HBCUs. We recommend that $20 million of Part C appropriations be reserved for HBCUs. This is the identical reservation that House and Senate conferees

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on the Educational Excellence Act agreed to last year: although this legislation was not enacted, it is clear that Congress wants the federal government to play a significant role in preserving and advancing HBCUs as national resources. The general Part C authorization should be increased from $20 million to $75 million.

We make two other recommendations to improve the effectiveness of Part C: the wait-out period should be reduced from ten to five years to provide additional opportunities for institutions to seek matching grants, and grants should be capped relative to the size of the appropriation to prevent the entire appropriation from being consumed by grants to only a few institutions. We suggest that grants be limited to $500,000 when the appropriation is under $11 million, and to $1 million when the appropriation is between $11 and $20 million.

Federal endowment support is appreciated in its own right. Just as important, however, is the enormous extent to which it helps HBCUs leverage private resources. For example, Coppin State College can document the fact that in 1985 its $150,000 Endowment Grant generated an additional $300,000 from the private sector.

In addition to the foregoing recommendations pertaining to the Endowment Challenge Grant Program, I would ask you to consider: (a) including some flexibility in the legislation which would allow any HBCU with the capability to generate endowment support to participate in the program; (b) removing language which penalizes those HBCUs which have been more successful in building their endowments in the private sector; and (c) perhaps including a classification of HBCUs according to their fundraising potential and level of endowment.

Even though some HBCUs, including Hampton University, have been very successful in building their endowments, they do not match their majority counterparts. There are no HBCUs on the list of 100 institutions with the largest endowments. Furthermore those with significant endowments are all private institutions which are not guaranteed public support to operate, and, therefore, must raise funds for endowment building as well as for general operations. Federal endowment assistance would allow them to use more of the funds they raise for expanding their programs and improving their facilities.

In closing, Mr. Chairman, I would note that a Black College Joint Legislative Committee has been established to assist the Congress and the Administration and to speak with one voice relative to legislation and appropriations for the HBCUs. The Committee, which I chair, is composed of presidents representing members in NAFEO, UNCF, and the NASULGC Office for the Advancement of Public Black Colleges. We have organized this committee to be of help throughout the reauthorization process, and we hope you will call on us if we can be of assistance.

Attachment One to the July 10, 1991 Testimony of Dr. William Harvey

Characteristics and Accomplishments of Institutions Affected by Change in Minimum Grant from $350,000 to $500,000

1) The current Title III B grant of $350,000 represents, on the average, 12% of the operating budget of the 14 institutions affected by an increase in the floor. Increasing the Title III B floor to $500,000 would represent 17% of the operating budget. In 1989, about 34% of their Title III funds were spent on academic instructions and 30% on building renovations and maintenance. Eighteen percent was spent on tutoring and student services and about 14% on scientific equipment.

2) For the past 5 years, Title III B funds have helped to develop more than half a dozen new majors, including natural sciences, computer science, and business administration. In addition, existing programs, like information science and management science, have been strengthened. For some institutions, courses offered increased by over 20%.

3) About a dozen learning/skill centers were established, major classroom buildings were renovated, a new library annex was added and faculty/student research labs were remodeled.

4) The money spent in student services resulted in the establishment of various innovative retention programs, including residence hall learning/skill centers. Additionally, fund raising grantsmanship centers and computer assisted labs were set up.

5) Even though a lot has been achieved in the past 5 years, these institutions are planning for further expansion in the next 5 years. For example, one of the institutions is to convert from a 2-year college to a 4-year college and another institution is planning to offer a new BS degree in Environmental Management. For other institutions, building renovations and maintenance, enhancement of student services, faculty development, development of new courses/majors, library materials, and additional lab/classroom facilities are ranked high on their list. An increase of $150,000 would make a significant contribution towards helping these institutions continue providing an educational environment conducive to excellence.

List of Institutions Affected by an Increase in Minimum Grant from $350,000 to $500,000

Alabama
Carver State Technical College
Concordia College
Fredd State Technical College
Selma University

Arkansas
Arkansas Baptist College
Shorter College

Michigan
Lewis College of Business

Mississippi
Mary Holmes College

North Carolina
Barber-Scotia College

Tennessee
Knoxville College

Texas
Jarvis Christian College
Southwestern Christian College
Wiley College

Virginia
St. Paul's College

Attachment Two to July 10, 1991 Testimony of Dr. William Harvey

Characteristics and Accomplishments of the Graduate/Professional Schools Seeking Participation in Title III B, Section 326

1) The five institutions seeking participation in the Title III B, Section 326 program had a total enrollment in 1990-91 of over 2000 students in various fields of law, pharmacy, and other social science fields.

2) Between 1987-91, these schools graduated over 2000 lawyers and pharmacists with an average of 80% passing rate on licensing board examinations.

3) All HBCUs have the mission of providing quality education for Blacks, in particular, and other races, in general. These five schools are committed to providing high standard minority pharmacists to address the health care needs of our society and lawyers who will assure equal justice for all Americans. One of our institutions, Texas Southern University Law School, not only is graduating the second largest number of African-American lawyers, but is also ranked #3 in graduating Mexican Americans.

4) Graduates from these five schools who have become national figures are too numerous to list; however, a few are the late Congressman Mickey Leland and Congressman Craig Washington, both graduates of Texas Southern University Law School. Also Ken Hoyt, another graduate of Texas Southern University Law School, was appointed by President Reagan to a federal judgeship.

5) These schools are also community oriented, providing elderly law clinics, homeless clinics, and centers to aid persons with disabilities.

6) These schools are also looking ahead towards the year 2000. Academically, there are plans to develop various specialized institutes addressing issues on civil rights and minority affairs, constitutional rights, Mid-Eastern and African affairs and on the law and artificial intelligence. There are also plans in one of the pharmacy schools to develop a Clinical Scientist Program. Administratively, there are plans to expand enrollments by 25%, to further develop the National Scholars Program, and to strengthen recruitment, retention, and student support services.

7) At present, these institutions will each need at least $1 million per year to continue and expand their teaching and service activities as well as to enhance their faculties, programs, and facilities.

List of Graduate/Professional Schools Seeking Participation in Title III B, Section 326

Xavier University School of Pharmacy
Southern University School of Law
Texas Southern University School of Law or School of Pharmacy
(i.e., One share would be split between these schools or awarded fully to either based on the institution's application.)
Florida A&M University School of Pharmaceutical Sciences
North Carolina Central University School of Law

Chairman FORD. Mr. Beckley.

STATEMENT OF DAVID BECKLEY, PRESIDENT, WILEY COLLEGE, MARSHALL, TEXAS

Mr. BECKLEY. Thank you, Mr. Chairman.

Members of the Subcommittee, I am David Beckley, President of Wiley College in Marshall, Texas. Wiley College is one of the 41 member institutions of the United Negro College Fund. I appear today on behalf of our member presidents and almost 50,000 students from 48 of the 50 States and 1,504 international students from 30 foreign countries, as well as 339 students from our U.S. possessions.

I am pleased to have this opportunity to speak to you about the need to revise and extend Title III of the Higher Education Act and to talk specifically about Part B, the Black College and University Act.

In order to state UNCF's recommendations for reauthorization of Title III of the Higher Education Act in context for the subcommittee, I believe it is appropriate to give you a "snapshot" of students enrolled at UNCF's 41 member institutions as a group.

During the past few years, 31 of our 41 member institutions have experienced enrollment gains of 16 percent over the past 4 years. We now enroll 49,397 students. As primary beneficiaries of Title IV aid, 61 percent of all UNCF students receive Pell Grants; 33 percent receive SEOGs; 37 percent receive college work study; and 51 percent receive Stafford Loans. Most receive multiple forms of this assistance.

UNCF presidents note, with alarm, the fact that the number of student borrowers in the GSL Stafford Loan Program has almost doubled from 11,000 in 1982 to 1983, to almost 22,000 in 1988 to 1989. Increasingly, UNCF students are becoming indentured servants. In 1979 to 1980, eight percent of all UNCF students received Guaranteed Student Loans, while in 1987 to 1988, more than one-half of all UNCF students received Stafford Loans.

I mention this to you today to make two points. First, institutions like Wiley College are helping the Federal Government fulfill its "access" mission by enrolling low income and minority students who get baccalaureate degrees and become tax-paying citizens. Second, in addition to all you do for Black colleges, which we very much appreciate, through Title III, the Title IV aid you provide to our students is our lifeline and their passport to escape another generation of poverty. We hope you will keep that in mind as you debate whether or not to make the Pell Grant a real entitlement. We hope that you will.

Since Title III was rewritten as the Black College and University Act in Part B in 1986, UNCF member institutions have benefitted immensely from the much more carefully targeted, formula-driven program which provides almost $38 million to private, historically black colleges and universities, and $89 million to the entire universe of undergraduate historically black colleges and universities.

Additionally, another $11.3 million is provided to five historically black professional and graduate schools: Clark Atlanta University Graduate School, the Tuskegee University School of Veterinary

Medicine, the Morehouse School of Medicine, the Meharry Medical College, and the Charles R. Drew School of Postgraduate Medicine.

Title III was completely rewritten during the 1980 Reauthorization and again in the Higher Education Act Amendments of 1986, Public Law 99-498. It is the single largest institutional aid program funded by the Federal Government under the Higher Education Act or any other Federal statute, including the Morrill Act.

Title III authorizes three separate programs of funding for eligible institutions and provides direct institutional assistance to a variety of institutions of higher education, especially those serving large numbers of low income students. The three programs include: (1) the Strengthening Institutions Program; (2) the Strengthening Historically Black Colleges and Universities Program, including Section 326 for Graduate Professional Schools; and (3) the Endowment Challenge Grant Program.

The Title III, the Institutional Aid portion of the Act was revised to reflect the outline described above in the 1986 amendments. UNCF, among others, played a significant role in working with Senator Paul Simon and Chairman Augustus Hawkins in rewriting this law, which constitutes the only real form of institutional assistance most historically black colleges and universities receive from the Federal Government.

In our view, the Part B, Black College and University Act requires only minor changes in order to fulfill its stated goal of enhancing America's historically black institutions of higher education. We have been working with representatives of the public black colleges as well as the black professional and graduate schools to develop a series of legislative recommendations affecting Part B. UNCF supports four important changes in Title III.

One, increase the Part B floor or minimum grant from $350,000 to $500,000 in order to provide a minimum level of funding for the smallest historically black colleges and universities which are eligible to participate. This change affects only fifteen Part B institutions.

Two, enact the Bush Administration's proposal to establish a set-aside of $20 million for historically black colleges and universities in the Part C, Challenge Endowment Grant Program, with a Part C authorization of $175 million by fiscal year 1993.

Three, add five new graduate/professional schools to Section 326 of Part B, including the Xavier University School of Pharmacy, the Southern University School of Law, the Texas Southern University Thurgood Marshall School of Law or the School of Pharmacy, the Florida A&M University School of Pharmaceutical Sciences, and the North Carolina Central University School of law, with provisions protecting the existing grants already made to the original five schools through fiscal year 1993 or the life of the current grants.

Four, establish a statutory mechanism for bringing the five new graduate institutions into Section 326 without reducing funding to any of the current participants. We oppose the introduction of a generic graduate authorization because this will create a substantial drain on limited Title III funds by funding graduate programs where African Americans, although underrepresented, do not re-

quire as much attention as in the health professions, medicine, and law.

UNCF also supports inclusion of a uniform methodology for calculating the number of graduates who complete their studies in 4 to 5 years, and who enter graduate or professional school within a 5 year "look-back" period. Additionally, UNCF recommends inclusion of a general authority in Section 323 which would permit institutions to implement activities, approved by the Secretary as part of their Section 323 application, that contribute to carrying out the overall purposes of Part B, but are not specifically spelled-out in the authorized activities. Such activities would include fund raising and development, enhancing minority teacher preparation, and outreach programs.

In Part C, UNCF believes that a "cap" on the amount of a Part C Grant, relative to the size of the overall Part C appropriation is needed. This is intended to prevent a few small grants from absorbing the entire Part C appropriation. We would suggest a $500,000 cap when the appropriation is $11 million or less; a $1 million cap when funding is above $11 million, but below $21 million; and no limit when the appropriation is $21 million or greater.

Finally, we think reducing the "sit-out" period for those institutions which successfully pursue a large matching grant—$2 Federal for each $1 privately raised—from 10 years to 5 years is warranted by the committee. We strongly support a Part B authorization of $150 million rising to $250 million during the 5 year life of the authorization.

UNCF is pleased with the progress made thus far with the revised Black College and University Act Program established in 1986. We encourage Congress to follow the age-old principle, "if it ain't broke, don't fix it," during the current reauthorization process.

I would be pleased to answer any questions you may have. Thank you.

[The prepared statement of David Beckley follows:]

United Negro College Fund, Inc.

TESTIMONY OF DR. DAVID L. BECKLEY

PRESIDENT OF WILEY COLLEGE, MARSHALL, TEXAS

ON BEHALF OF

THE UNITED NEGRO COLLEGE FUND, INC.

BEFORE THE

HOUSE SUBCOMMITTEE ON POSTSECONDARY EDUCATION

JULY 10, 1991

MR. CHAIRMAN, MEMBERS OF THE SUBCOMMITTEE, I AM DAVID L. BECKLEY, PRESIDENT OF WILEY COLLEGE IN MARSHALL, TEXAS. WILEY COLLEGE IS ONE OF THE FORTY-ONE MEMBER INSTITUTIONS OF THE UNITED NEGRO COLLEGE FUND (UNCF) AND I APPEAR TODAY ON BEHALF OF OUR MEMBER PRESIDENTS AND ALMOST 50,000 STUDENTS FROM 48 OF THE FIFTY STATES AND 1,504 INTERNATIONAL STUDENTS FROM 30 FOREIGN COUNTRIES AND 339 STUDENTS FROM OUR U.S. POSSESSIONS.

I AM PLEASED TO HAVE THIS OPPORTUNITY TO SPEAK TO YOU ABOUT THE NEED TO REVISE AND EXTEND TITLE III OF THE HIGHER EDUCATION ACT AND TO TALK SPECIFICALLY ABOUT PART B, THE BLACK COLLEGE AND UNIVERSITY ACT.

IN ORDER TO SET UNCF'S RECOMMENDATIONS FOR REAUTHORIZATION OF TITLE III OF THE HIGHER EDUCATION ACT IN CONTEXT FOR THE SUBCOMMITTEE, I BELIEVE IT IS APPROPRIATE TO GIVE YOU A "SNAPSHOT" OF STUDENTS ENROLLED AT UNCF'S 41 MEMBER INSTITUTIONS AS A GROUP.

DURING THE PAST FEW YEARS, 31 OR OUR 41 MEMBER INSTITUTIONS HAVE EXPERIENCED ENROLLMENT GAINS OF 16 PERCENT OVER THE PAST FOUR YEARS. WE NOW ENROLL 49,397 STUDENTS. AS PRIMARY BENEFICIARIES OF TITLE IV AID -- SIXTY-ONE PERCENT OF ALL UNCF STUDENTS RECEIVE PELL GRANTS; 33 PERCENT RECEIVE SEOGs; 37 PERCENT RECEIVE COLLEGE WORK STUDY; AND 51 PERCENT RECEIVE STAFFORD LOANS; AND MOST RECEIVE MULTIPLE FORMS OF THIS ASSISTANCE. UNCF PRESIDENTS NOTE -- WITH ALARM -- THE FACT THAT THE NUMBER OF STUDENT BORROWERS IN THE GSL (STAFFORD LOANS) HAS ALMOST DOUBLED FROM 11,000 IN 1982-83 TO ALMOST 22,000 IN 1988-89. INCREASINGLY, UNCF STUDENTS ARE BECOMING INDENTURED SERVANTS -- IN 1979-80, EIGHT PERCENT OF ALL UNCF STUDENTS RECEIVED GUARANTEED STUDENT LOANS, WHILE IN 1987-88, MORE THAT ONE-HALF OF ALL UNCF STUDENTS RECEIVE STAFFORD LOANS. I MENTION THIS TO YOU TODAY TO MAKE TWO POINTS REALLY: (1) INSTITUTIONS LIKE WILEY COLLEGE ARE HELPING THE FEDERAL GOVERNMENT FULFILL ITS "ACCESS" MISSION BY ENROLLING LOW-INCOME AND MINORITY STUDENTS WHO GET BACCALAUREATE DEGREES AND BECOME TAX-PAYING CITIZENS; AND (2) IN ADDITION TO ALL YOU DO FOR BLACK COLLEGES, WHICH WE VERY MUCH APPRECIATE, THROUGH TITLE III -- THE TITLE IV AID YOU PROVIDE TO OUR STUDENTS IS OUR LIFELINE AND THEIR PASSPORT TO ESCAPE THE SECOND-GENERATION BURDENS OF SLAVERY IN AMERICA. WE HOPE YOU WILL KEEP THAT IN MIND AS YOU DEBATE WHETHER OR NOT TO MAKE THE PELL GRANT A REAL ENTITLEMENT -- WE HOPE THAT YOU WILL!

SINCE TITLE III WAS REWRITTEN AS THE BLACK COLLEGE AND UNIVERSITY ACT IN PART B IN 1986, UNCF MEMBER INSTITUTIONS HAVE BENEFITTED IMMENSELY FROM THE MUCH MORE CAREFULLY TARGETED, FORMULA-DRIVEN PROGRAM WHICH PROVIDES ALMOST $38 MILLION TO PRIVATE HISTORICALLY BLACK COLLEGES AND UNIVERSITIES, AND $89 MILLION TO THE ENTIRE UNIVERSE OF UNDERGRADUATE HBCUs. ADDITIONALLY, ANOTHER $11.3 MILLION IS PROVIDED TO FIVE HISTORICALLY BLACK PROFESSIONAL AND GRADUATE SCHOOLS -- CLARK ATLANTA UNIVERSITY (GRADUATE SCHOOL), THE TUSKEGEE UNIVERSITY SCHOOL OF VETERINARY MEDICINE, THE MOREHOUSE SCHOOL OF MEDICINE, THE MEHARRY MEDICAL COLLEGE, AND THE CHARLES R. DREW SCHOOL OF POSTGRADUATE MEDICINE.

TITLE III WAS COMPLETELY RE-WRITTEN DURING THE 1980 REAUTHORIZATION AND AGAIN IN THE HIGHER EDUCATION ACT AMENDMENTS OF 1986 (P.L. 99-498). IT IS THE SINGLE LARGEST INSTITUTIONAL AID PROGRAM FUNDED BY THE FEDERAL GOVERNMENT UNDER THE HIGHER EDUCATION ACT OR ANY OTHER FEDERAL STATUTE, INCLUDING THE MORRILL ACT. TITLE III AUTHORIZES THREE SEPARATE PROGRAMS OF FUNDING FOR ELIGIBLE INSTITUTIONS AND PROVIDES DIRECT INSTITUTIONAL ASSISTANCE TO A VARIETY OF INSTITUTIONS OF HIGHER EDUCATION, ESPECIALLY THOSE SERVING LARGE NUMBERS OF LOW INCOME STUDENTS. THE THREE PROGRAMS INCLUDE: (1) THE STRENGTHENING INSTITUTIONS PROGRAM; (2) THE STRENGTHENING HISTORICALLY BLACK COLLEGES AND UNIVERSITIES PROGRAM (INCLUDING SECTION 326 FOR GRADUATE AND PROFESSIONAL SCHOOLS); AND (3) THE ENDOWMENT CHALLENGE GRANT PROGRAM.

THE TITLE III, INSTITUTIONAL AID PORTION OF THE ACT WAS REVISED TO REFLECT THE OUTLINE DESCRIBED ABOVE IN THE 1986 AMENDMENTS. UNCF, AMONG OTHERS, PLAYED A SIGNIFICANT ROLE IN WORKING WITH SENATOR PAUL SIMON AND CHAIRMAN AUGUSTUS F. HAWKINS IN RE-WRITING THIS LAW WHICH CONSTITUTES THE ONLY REAL FORM OF INSTITUTIONAL ASSISTANCE MOST HBCUs RECEIVE FROM THE FEDERAL GOVERNMENT. IN OUR VIEW, THE PART B, BLACK COLLEGE AND UNIVERSITY ACT REQUIRES ONLY MINOR CHANGES IN ORDER TO FULFILL ITS STATED GOAL OF ENHANCING AMERICA'S HISTORICALLY BLACK INSTITUTIONS OF HIGHER EDUCATION. WE HAVE BEEN WORKING WITH REPRESENTATIVES OF THE PUBLIC BLACK COLLEGES AS WELL AS THE BLACK PROFESSIONAL AND GRADUATE SCHOOLS TO DEVELOP A SERIES OF LEGISLATIVE RECOMMENDATIONS AFFECTING PART B. UNCF SUPPORTS FOUR IMPORTANT CHANGES IN TITLE III:

* INCREASE THE PART B FLOOR OR MINIMUM GRANT FROM $350,000 TO $500,000 IN ORDER TO PROVIDE A MINIMUM LEVEL OF FUNDING FOR THE SMALLEST HBCUs WHICH ARE ELIGIBLE TO PARTICIPATE. THIS CHANGE AFFECTS ONLY FIFTEEN PART B INSTITUTIONS.

* ENACT THE BUSH ADMINISTRATION PROPOSAL TO ESTABLISH A "SET-A-SIDE" OF $20 MILLION FOR HBCUs IN THE PART C, CHALLENGE (ENDOWMENT) GRANT PROGRAM, WITH A PART C AUTHORIZATION OF $175 MILLION FOR FY 1993.

* ADD FIVE NEW GRADUATE/PROFESSIONAL SCHOOLS TO SECTION 326 OF PART B, INCLUDING THE XAVIER UNIVERSITY SCHOOL OF PHARMACY, THE SOUTHERN UNIVERSITY SCHOOL OF LAW, THE TEXAS SOUTHERN UNIVERSITY (THURGOOD MARSHALL) SCHOOL OF LAW (OR THE SCHOOL OF PHARMACY), THE FLORIDA A&M UNIVERSITY SCHOOL OF PHARMACEUTICAL SCIENCES, AND THE NORTH CAROLINA CENTRAL UNIVERSITY SCHOOL OF LAW, WITH PROVISIONS PROTECTING THE EXISTING GRANTS ALREADY MADE TO THE ORIGINAL FIVE SCHOOLS THROUGH FISCAL YEAR 1993 OR THE LIFE OF THE CURRENT GRANTS.

* ESTABLISH A STATUTORY MECHANISM FOR BRINGING THE FIVE NEW GRADUATE INSTITUTIONS INTO SECTION 326 WITHOUT REDUCING FUNDING TO ANY OF THE CURRENT PARTICIPANTS. WE OPPOSE THE INTRODUCTION OF A "GENERIC" GRADUATE AUTHORIZATION BECAUSE THIS WILL CREATE A SUBSTANTIAL DRAIN ON LIMITED TITLE III FUNDS BY FUNDING GRADUATE PROGRAMS WHERE AFRICAN AMERICANS, ALTHOUGH UNDERREPRESENTED, DO NOT REQUIRE AS MUCH ATTENTION AS IN THE HEALTH PROFESSIONS, MEDICINE AND LAW.

UNCF ALSO SUPPORTS INCLUSION OF A UNIFORM METHODOLOGY FOR CALCULATING THE NUMBER OF GRADUATES WHO COMPLETE THEIR STUDIES IN FOUR/FIVE YEARS, AND WHO ENTER GRADUATE OR PROFESSIONAL SCHOOL WITHIN A FIVE YEAR "LOOK-BACK" PERIOD. ADDITIONALLY, UNCF RECOMMENDS INCLUSION OF A GENERAL AUTHORITY IN SECTION 323 WHICH WOULD PERMIT INSTITUTIONS TO IMPLEMENT ACTIVITIES, APPROVED BY THE SECRETARY AS PART OF THEIR SECTION 323 APPLICATION, THAT CONTRIBUTE TO CARRYING OUT THE OVERALL PURPOSES OF PART B, BUT ARE NOT SPECIFICALLY SPELLED-OUT IN THE AUTHORIZED ACTIVITIES. SUCH ACTIVITIES WOULD INCLUDE FUNDRAISING AND DEVELOPMENT, ENHANCING MINORITY TEACHER PREPARATION AND OUTREACH PROGRAMS.

IN PART C, UNCF BELIEVES THAT A "CAP" ON THE AMOUNT OF A PART C GRANT, RELATIVE TO THE SIZE OF THE OVERALL PART C APPROPRIATION IS NEEDED. THIS IS INTENDED TO PREVENT A FEW SMALL GRANTS FROM ABSORBING THE ENTIRE PART C APPROPRIATION. WE WOULD SUGGEST A $500 THOUSAND CAP WHEN THE APPROPRIATION IS $11 MILLION OR LESS; A $1 MILLION CAP WHEN FUNDING IS ABOVE $11 MILLION BUT BELOW $21 MILLION; AND NO LIMIT WHEN THE APPROPRIATION IS $21 MILLION OR GREATER. FINALLY, WE THINK REDUCING THE "SIT-OUT" PERIOD FOR THOSE INSTITUTIONS WHICH SUCCESSFULLY PURSUED A LARGE MATCHING GRANT ($2 FEDERAL FOR EACH $1 PRIVATELY-RAISED) FROM TEN YEARS TO FIVE YEARS IS WARRANTED.

WE STRONGLY SUPPORT A PART B AUTHORIZATION OF $150 MILLION RISING TO $250 MILLION DURING THE FIVE YEAR LIFE OF THE AUTHORIZATION.

UNCF IS PLEASED WITH THE PROGRESS MADE THUS FAR WITH THE REVISED BLACK COLLEGE AND UNIVERSITY ACT PROGRAM ESTABLISHED IN 1986. WE ENCOURAGE CONGRESS TO FOLLOW THE AGE-OLD PRINCIPLE -- IF IT AIN'T BROKE, DON'T FIX IT -- DURING THE CURRENT REAUTHORIZATION PROCESS!

I WOULD PLEASED TO ANSWER ANY QUESTIONS YOU MAY HAVE.

+00/BECKTEST

Chairman FORD. Dr. Mathis.

STATEMENT OF DR. EMILY MATHIS, ASSISTANT TO THE PRESIDENT, CHRISTIAN BROTHERS UNIVERSITY, MEMPHIS, TENNESSEE

Ms. MATHIS. Mr. Chairman and members of the subcommittee, I am very pleased for the opportunity to appear before you today and to offer testimony related to the reauthorization of Title III of the Higher Education Act.

My name is Emily D. Mathis. I am the Assistant to the President of Christian Brothers University in Memphis, Tennessee. I am here today on behalf of the National Association of Independent Colleges and Universities, NAICU, which represents more than 800 very diverse institutions of higher learning in this country.

First, let me emphasize that NAICU has joined in support of Dr. Harvey's testimony presented today on behalf of the higher education community. I would like to underscore several of Dr. Harvey's comments and to talk specifically about the tremendous value of Part A of Title II to colleges like mine and to the students that we serve.

NAICU strongly supports the program in Title III of the Higher Education Act, which provides direct institutional assistance. In order to be eligible to receive the awards, schools must have extremely limited resources and serve high proportions of needy and underrepresented students.

Christian Brothers University is a private, graduate degree-granting institution. We currently hold a 5 year Title II, Part A, individual development grant that will expire on September 30, 1992.

Part A of the Title III program has brought about many positive changes, institution-wide, that have benefitted all of our students over the grant years; but, particularly, minority and older students for whom special services have been developed to promote retention, graduation, and career placement success.

Since more than 50 percent of the Christian Brothers' students major in the disciplines of engineering and business, we have been able to address areas of special need for the entire Nation, as well as our own individual students.

In Christian Brothers' case, the current Title III funding is allowing the college to expand its computer capability administratively to ensure better utilization of total college resources for all students. It has enabled us to offer state-of-the-art labs for the engineering and the science curricula, and to address the special needs of students in math, science, and communication. Also, it has allowed us to initiate a system of assessment which will benefit the college for years to come.

But there is a serious problem in Part A of Title III that merits your attention. At the same time that minority students needs support to achieve baccalaureate degrees, a smaller and smaller proportion of Title III funding is available to 4 year colleges. When the program was first established, as you know, 76 percent of funds were reserved for baccalaureate degree-granting institutions. In

1980, this was changed to a 24 percent floor for community colleges.

Well, guess what, their participation expanded rapidly, and by the mid-1980s, they received 78 percent of Part A funding. In 1986, the set-aside was changed to a fixed amount of $51.4 million, representing their current level of funding. When appropriations for the program were reduced in fiscal year 1988, this protected the community colleges, but it literally almost wiped out funding for the 4 year institutions. We received no new grants. Our continuing grants were reduced by 40 percent after we had started our year.

Despite increased funding in subsequent years, participation by 4 year institutions has never fully recovered. Community colleges still receive about 75 percent of the Part A funds.

NAICU joins the American Association of State Colleges and Universities in advocating the elimination of the current set-aside in Part A of Title III. NAICU goes further in supporting a division of Part A funds comparable to the distribution to minority and disadvantages students served by 2 and 4 year institutions. For example, NAICU would support amending Title III so that 50 percent of Part A funds are allotted to 4 year colleges and universities, and 50 percent to 2 year institutions.

While the community colleges are, no doubt, deserving, there are now a number of reasons for ensuring parity in funding between 2 year and 4 year institutions in Part A.

One reason is that 4 year institutions serve more of the students that Part A was designed to serve. In the Fall of 1988, public and private 4 year institutions enrolled 1.3 million minorities of all kinds. Exclusive of historically black college and universities, 4 year institutions enrolled more than 1.1 million minority students. At the same time, 2 year institutions enrolled less than 1 million minority students.

There is a second reason parity should be restored. Part A is also intended to bolster institutions serving large numbers of needy students, which is measured on the institutional level by the percentage of students who are recipients of Pell Grants or Title IV aid. According to the 1987 data provided by the Education Department's National Postsecondary Student Aid Survey, 2.5 million students attending 4 year colleges received Title IV aid, compared to 980,000 students at 2 year institutions.

I'd like to tell you that CBU has used the money that has been given to this 4 year institution—and I believe that we are not untypical—to attract additional dollars for the benefit of the students. Ours is at the rate of about $3 outside, for each $1 that we get from the Federal Government. We are a good investment.

A third reason for parity is that many 4 year institutions are in dire need of Federal assistance to ensure institutional health. Many serve very low income populations. In order to maintain a vital and diverse system of higher education, we believe that the Federal Government has a continuing interest in helping to keep these institutions viable. In summary, NAICU strongly supports the revitalization of Part A of Title III and seeks equity in Part A of Title III between two and 4 year institutions for all of the reasons mentioned.

Thank you for giving me this opportunity to appear before you. I will be pleased to try and answer any questions that you may have.

[The prepared statement of Dr. Emily Mathis follows:]

TESTIMONY

OF

EMILY D. MATHIS
ASSISTANT TO THE PRESIDENT
CHRISTIAN BROTHERS UNIVERSITY
MEMPHIS, TENNESSEE

ON BEHALF OF THE

NATIONAL ASSOCIATION OF INDEPENDENT
COLLEGES AND UNIVERSITIES

BEFORE THE

SUBCOMMITTEE ON POSTSECONDARY EDUCATION
COMMITTEE ON EDUCATION AND LABOR
U.S. HOUSE OF REPRESENTATIVES

JULY 10, 1991

Mr. Chairman and members of the Subcommittee, I am pleased to appear before you today to offer testimony related to the reauthorization of Title III of the Higher Education Act. My name is Emily D. Mathis and I am assistant to the president of Christian Brothers University in Memphis, Tennessee. I am here today on behalf the National Association of Independent Colleges and Universities (NAICU), which represents more than 800 independent colleges and universities that are as diverse as our nation itself. They include traditional liberal arts colleges, major research universities, church- and faith-related colleges, historically black colleges, women's colleges, junior colleges, and schools of law, medicine, engineering, business, and other professions.

First, I want to emphasize that NAICU has joined in support of the testimony presented today by Dr. William R. Harvey, president of Hampton University, on behalf of the higher education community. I would like to underscore several of Dr. Harvey's comments and to talk specifically about the tremendous value of Part A of Title III to colleges like mine and to the students we serve.

NAICU strongly supports the program in Title III of the Higher Education Act, which provides direct institutional assistance. The Strengthening Institutions program in Part A of Title III is relatively limited in scope but individual grants can have a significant impact on individual campuses -- often they amount to 10 percent of an institution's annual operating budget. In order to be eligible to receive the awards, schools

must have extremely limited resources and serve high proportions of needy and underrepresented students. While the need is great, funding for this important program is limited. Unfortunately, only 17.5 percent of eligible applicants received awards under the Developing Institutions program in FY 1990.

Christian Brothers University, a private, graduate degree-granting institution, currently holds a five-year Title III, Part A, individual development grant that will expire on September 30, 1992. Like many colleges and universities, Christian Brothers has found that Title III has provided a significant source of funding to address major problems that inhibit institutional self-sufficiency, and has brought about many positive changes institution-wide.

Part A of the Title III program at Christian Brothers has benefitted all students over the grant years, but particularly minorities and older adults for whom special services have been developed to promote retention, graduation, and career placement success. Since more than 50 percent of Christian Brothers' students major in the disciplines of engineering and business, we have been able to address areas of special need for the nation, as well as for individual students.

In Christian Brothers' case, the current Title III funding is allowing the college to: (1) expand its computer capability administratively to ensure better utilization of total resources for all students; (2) offer state-of-the-art laboratories for

the engineering and science curricula; (3) address special needs of students in math, science, and communication; (4) initiate a system of assessment which will benefit the college for years to come; and (5) provide career planning and placement programs to meet the unique needs of minority and older adult students. There is a serious problem in Part A of Title III that merits your attention. At the same time that minority students need support to achieve baccalaureate degrees, a smaller and smaller proportion of Part A Title III funding is available to four-year colleges.

As stated in the higher education community testimony, when the program was first established, 76 percent of funds were reserved for baccalaureate degree-granting institutions. In 1980, this was changed to a 24 percent floor for community colleges, but their participation expanded rapidly and by the mid-1980s they received 78 percent of Part A funding. In 1986, their set-aside was changed to a fixed amount of $51.4 million, representing their current level of funding. When appropriations for the program were reduced in FY 1988, this protected the community colleges, but it almost wiped out funding for four-year institutions -- they received no new grants and had their continuing grants reduced by 40 percent. Despite increased funding in subsequent years, participation by four-year institutions has never fully recovered, and community colleges still receive about 75 percent of Part A funds.

NAICU joins the American Association of State Colleges and Universities in advocating the elimination of the current set-aside in Part A of Title III. NAICU goes further in supporting a division of Part A funds comparable to the distribution to minority and disadvantaged students served by two- and four-year institutions. For example, NAICU would support amending Title III so that 50 percent of Part A funds are allotted to four-year colleges and universities, and 50 percent to two-year institutions. Since the restructuring of Title III in the 1986 Higher Education Act (HEA) amendments, Part A has become almost the exclusive province of two-year institutions. This distribution undermines the central purpose of Part A, which is to assist struggling institutions that serve large percentages of minority and low-income students. Congress did not envision the current inequity between the various sectors of postsecondary education when it reauthorized Title III in 1986. While the community colleges are, no doubt, deserving, there are now a number of reasons for ensuring parity in funding between two-year and four-year institutions in Part A:

- Four-year institutions serve more of the students Part A was designed to serve. In the fall of 1988, public and private four-year institutions enrolled 1,291,800 minorities (this includes Black, Hispanic, Asian, and

Native Americans). Exclusive of historically black colleges and universities, four-year institutions enrolled 1,142,359 minority students. At the same time, two-year institutions enrolled 967,700 minority students. (These data come from the Education Department's Integrated Postsecondary Education Data System (IPEDS) 1988 fall enrollment survey, using FTE enrollments.)

- Part A is also intended to bolster institutions serving large numbers of needy students, which is measured on the institutional level by the percentage of students who are recipients of Pell Grants or Title IV aid. According to the 1987 data provided by Education Department's National Postsecondary Student Aid Survey (NPSAS), 2,498,034 students attending four-year colleges received Title IV aid, compared to 980,144 students at two-year institutions.
- Many four-year institutions are in dire need of federal assistance to ensure institutional health. The first finding of the Part A Title III statute is that "many institutions of higher education face problems that threaten their ability to survive"; this is certainly the case for numerous four-year colleges and universities. Between 1975 and 1987, 57 four-year independent colleges and universities closed their doors. Most of these were small colleges that were heavily dependent on tuition

revenue to make ends meet. Many served very low-income populations. A Part A grant can sometimes make the difference between maintaining and terminating operations. With rare exceptions, these private institutions have no recourse to significant public funding. In order to maintain a vital and diverse system of higher education, we believe the federal government has a continuing interest in helping to keep these institutions viable.

In summary, NAICU strongly supports the revitalization of Part A of Title III and seeks equity in Part A of Title III between two- and four-year institutions. Dividing the funding equitably will encourage more four-year institutions to apply for awards and possibly increase the quality of their applications, since schools will know they stand a realistic chance of obtaining funding. In the process, more minority and economically disadvantaged students will be served, and the system of higher education in this country will be strengthened.

Thank you for giving me the opportunity to appear before you, and I would be pleased to answer any questions that you might have.

* * * *

Chairman FORD. Thank you very much.

Before we go into the questions, I would make one observation. Mr. Childers, you people keep coming up here from the Department and talking about fiscal year 1992. We are not legislating for fiscal year 1992. We are not legislating for fiscal year 1993. We are legislating for fiscal year 1994 and the balance of this decade.

We do not really care what OMB thinks about the 1992 budgets. So, don't keep coming up here—you or the other people from the Department—telling us that you want to change the numbers in the 1992 budget. That was written by OMB, not by us. This is an authorizing committee. We are not engaged in the budget process. We are not engaged in the appropriations process. We are engaged in setting goals for public policy in education, and that is what we are going to do, starting in fiscal year 1994 forward.

I don't mean to pick on you, individually, but I have had it with every witness from the Department continually being channeled by OMB into talking about history. Fiscal year 1992 is history, as far as this committee is concerned. We've done our job as far as we could do it. It is over with. We are not looking at fiscal year 1992, and the chances are that we won't have any impact on 1993. We will be in the continuing 1 year of the Act when that fiscal year clock clicks in.

I hope that you will carry back the fact that I am not at all impressed with the administration continually trying to wrap the 1992 budget around this committee's neck. I, for one, have been saying since the very first hearing—and this is the 32nd—that I don't care what's in the 1992 budget. I don't care what you got away with last year when our leadership foolishly negotiated with the White House. We're going to authorize what we believe to be proper educational policy. That's what we are here to talk about.

So you carry the message back to them that it is not doing the Department any good, or anybody else speaking for the administration, to continue peddling the OMB's dead fish in yesterday's newspaper.

Thank you very much for listening to my complaint.

The gentleman from Missouri.

Mr. COLEMAN. You have a way with words—dead fish in yesterday's newspaper.

Dr. Harvey, I really appreciate your comments. I want to follow-up on one part of your testimony, and that is regarding graduate initiatives and the lack of Ph.D.'s coming out of our institutions. The problem is not in many cases just minority Ph.D.'s, but American Ph.D.'s, in some critical fields.

We know the numbers of minority recipients of these degrees in crucial areas. We call them "areas of national need," which is the same language you used. These numbers are almost insignificant.

I've been wondering if there is anything that might be done to try to enact a sort of networking provision. Do you think that your institutions have a good network set up with some of your nationally research-oriented institutions, at which undergraduates can go into graduate programs? Are there additional needs that must be met as far as knowledge and information?

Certainly, I believe there is a desire on the part of a lot of these research institutions to recruit and to deal with this underrepre-

sentation phenomena. Could you give me a bit of an idea as to how you see this?

Mr. HARVEY. Sure, Mr. Coleman, some do. A majority of us do not, but some of us do.

I am familiar with several types of arrangements that I certainly could recommend to you and will do so at an appropriate time.

Yes, I am in favor of those kinds of arrangements where some of the smaller institutions, including black institutions, can link up with some of the more comprehensive research universities. Of course, one of the things that I proposed is that we follow the National Science Foundation model of establishing centers of excellence on our campuses so that the capability can be increased and, thereby, even increase the attractiveness of such a link-up.

Yes, I am very much in favor of that. I do know of several. We have some, at Hampton, and yes, I am very much in favor of that.

Mr. COLEMAN. Are they institutionalized, or are they just informal arrangements made by personnel?

Mr. HARVEY. Some are institutionalized, some of discipline-connected, and some are school connected. A school of business will link up with a school of business of another institution. Some, such as physics or biology, will link up with a specific program in that regard. We have a couple that are institutionalized for all programs.

I have met with the presidents with some of my administrative officers and have gone to these institutions. The president and his administrative officers have come to Hampton, and we have institutionalized the total program.

I think that one might be able to find an institutional program, as well as discipline-specific hook-ups.

Mr. COLEMAN. Yes.

Ms. MATHIS. Mr. Coleman, may I add something?

Mr. COLEMAN. Sure.

Ms. MATHIS. In Memphis, Christian Brothers University has a very informal arrangement with an HBCU school in Memphis with the University of Tennessee Medical School, ourselves, and Memphis State University. We have recently developed a proposal to work cooperatively to encourage talented Black students into careers beyond the bachelors level onto masters and doctorate degrees to replenish, as Dr. Harvey said, these diminishing slots in higher education.

Mr. COLEMAN. Dr. Beckley?

Mr. BECKLEY. Yes, Mr. Coleman, within the UNCF consortium, about 50 percent of our schools have articulation agreements with major research universities that are trying to recruit our top students to go into those underserved, underrepresented areas. That is a major focus of the UNCF consortia.

Mr. COLEMAN. Is there anything that we can do? Not to just encourage, but to—I know that on the other side of the coin, some of the major institutions feel they are lacking in these connections. They feel that your sources—because they think you educate a very high percent of Black students in the Nation—that you are the obvious source to go to, to try to make these connections to recruit talented individuals to go into these graduate programs. I think they are frustrated at times. It seems like a perfect match.

I wonder if there is anything we can do to encourage this through legislation. I'm not sure that this is necessary, but maybe we can bridge the gap that occurs unnecessarily. I gather that a lot of associations exist and a lot of colleges are linked together but there still seems to be a slip between the undergraduate and the graduate experience in outstanding research institutions. This problem isn't limited to research. It could be humanities-oriented, as well.

Mr. HARVEY. The answer to that, obviously, is yes.

Let me just give you very briefly one connection that I think I could recommend to you. Harvard, Yale, and Columbia had a program called the Intensive Summer Studies Program. It involved bringing up to those institutions, students from predominantly black institutions and small, liberal arts white institutions.

During the summers, the students would come up, take two courses and take an internship. They were provided some stipends which allowed them to not only get their tuition free, but to get some money in lieu of summer jobs. There was also a faculty audit program as a part of that. Those faculty persons came up and also took one course. During the year they were supposed to keep in contact with those three institutions.

That program worked very, very well. I was the Director of the Harvard program at that time. It increased significantly the number of students from those participating institutions that went to those three institutions for advanced degrees. That's just one model. There are a number of models. But, I'm familiar with that one, and it worked exceedingly well.

Mr. COLEMAN. It was funded by the institutions?

Mr. HARVEY. It was funded privately. A number of major foundations funded that. It was not governmentally funded, but it did have major funding from Carnegie, Ford, Mellon, and one or two other private foundations.

Mr. BECKLEY. You inquired about what possibly the committee could do. Money is a major problem, as you well know, in education, particularly when you are dealing with the minority institutions. One suggestion would be the possibility of the committee looking at the funding level for the Patricia Harris Fellowship. This project is targeted to trying to get more minorities in the pipeline in those underrepresented areas. So, maybe, increased funding in that program would be one avenue by which we could increase the number of blacks in professional fields.

Mr. COLEMAN. In our graduate program, there is a national need. We also take into consideration underrepresented individuals. This is related to what Dr. Harvey was talking about as well.

Thank you very much, Mr. New Chairman.

[Laughter.]

Mr. HAYES. I would like the panel to respond to the proposal that is being brought forward and the number of changes that are being proposed to Part B during the reauthorization process of the Higher Education Act.

These changes include eliminating the Part B institutions and the requirement that Part B institutions continue to have as their principle mission the education of Black Americans. It is inappropriate for the Federal Government, you have concluded, to encour-

age any institutions to have as its principle the education of any single racial group.

My question is, for the institutions here on the panel, could you please respond to this administration's proposal? I'm not saying I agree or disagree with the changes to Title III, especially as it concerns the education of African Americans. I'm wondering what your reactions to this proposal are.

Mr. HARVEY. Mr. Hayes, I would start by saying that for all who proposed that, that dog won't hunt. That is because we have long ago established the notion of the viability of the historically black colleges. I think that the Congress, the administration, and others have certainly done so. The educational organizations—the 12 that I represent today—by our testimony, obviously, do not feel that that is the way to go. There clearly is a place for the historically Black colleges.

If you look at the record, if you look at the current statistics, and you look at the future potential, the fact is that all of you know the statistics that by the year 2000, 70 percent of the new entrants into the job field are going to be minorities and women. I think that what we should be talking about is providing more funding and increased levels of support as opposed to making an extinction of those institutions.

Obviously, by our testimony and by the consensus of our testimony today of the 12 organizations which I represent, we don't believe that. Personally, as I said, I just don't think that that is a viable alternative.

Mr. HAYES. Dr. Beckley.

Mr. BECKLEY. I concur with Dr. Harvey's statement. In reading the statement, there is no mention made as to what would happen to the nearly 40 percent of Black Americans that now currently receive educational training in our historically black institutions. We at the UNCF would strongly be opposed to this becoming a part of the law as stated in Mr. Childers' testimony.

Mr. HAYES. Dr. Mathis.

Ms. MATHIS. NAICU represents diverse institutions, HBCUs, private liberal arts colleges, research institutions, 2 year, 4 year, religious, and faith related institutions. So, we certainly support increased levels of support for all needy students and underrepresented groups. We do not wish to compete or eliminate anyone from consideration.

Mr. HAYES. Mr. Childers, you heard their responses.

Mr. CHILDERS. I have, Chairman Hayes. I will just say we certainly support the historically black colleges and universities. Everything in my testimony points to that. We have proposed a set-aside in Part C and have a number of provisions, I think, that will strengthen our support for HBCUs. That point of my testimony really turns on a narrower legal interpretation of what should be written in as the mission of HBCUs.

It's more of an Office of Civil Rights and Justice Department question. But, it certainly does not take away from the administration's support of those institutions. I would just like to make that very clear to you this morning. I think my testimony, in general, supports that.

Mr. HAYES. Congressman Gunderson.

Mr. GUNDERSON. Thank you, Mr. Chairman.

Mr. Childers, I have a question for you. Based on the administration's testimony and proposals, what would be the impact of that on Gallaudet University and their Endowment Challenge Grants, in your opinion?

Mr. CHILDERS. Gallaudet is supported under other titles of the Department of Education. It has specific funding authority elsewhere in the Higher Education Act.

Mr. GUNDERSON. You don't think any of their endowment funding would be impacted by your proposal?

Mr. CHILDERS. I don't offhand know what their endowment is per FTE. I don't know where they would fit into the formula now. I just could not say as to where any specific school would fit in applying for an Endowment Challenge Grant. I can get that information for you, but I don't have it available.

Mr. GUNDERSON. I would appreciate the information, just so we could know. It really leads into a policy question that I think we all have here. We are struggling with it. I can't speak for anybody else on the subcommittee, other than myself. I strongly support the concept of almost all special mission colleges. Some of those are historically black colleges and some of those are colleges for the hearing impaired. We have others for other physical disabilities.

I sometimes wonder, however, if we should not try to develop some kind of a program that is more broad based to all colleges with special missions or challenges, so we are not literally pitting one against the other, as I sometimes feel we are. I don't know if any of you have any advice or guidance as to how we do that if we do it, but I would be interested if you do.

Mr. CHILDERS. At the present time, with the exception of Part B, which is confined to a specifically described and named group of institutions, all other institutions are eligible to compete under Part A, Strengthening Institutions, based on the eligibility criteria, which relates to expenditures and percentages of the needy students they serve. With the exception of the HBCUs, everybody is in the same pot, at the present time.

Mr. GUNDERSON. Yes, but that is really what I'm trying to get at. I mean, are we not especially concerned and desirous of targeting colleges with very unique and special missions and constituencies? Just because a college is poor doesn't mean that it has no mission any different than any other college or university. Why should they be in the same category for assistance as those that are dealing with these very specialized missions and populations? That's what I am talking about.

Mr. CHILDERS. We do have other programs within the Office of Higher Education. There are programs that target schools with specific missions. For example, the Minority Science Improvement Program targets science improvements at schools that have a high percentage of minority students. That is one specific program where we target on particular populations.

There are other programs that have been mentioned. The Patricia Robert Harris Program has a specific goal of the education of minorities and women who are underrepresented in particular fields. So, not necessarily in Title III, Part A, but there are a

number of other programs in the Office of Higher Education, programs that do attempt to meet specific needs in higher education.

Mr. GUNDERSON. Well, it is sufficient to say, I think it is an area that we need to look at. I would not contend that the Harris scholarships and programs like that are identical to the mission I am talking about in any way, shape, or form.

Mr. CHILDERS. No.

Mr. GUNDERSON. Frankly, I would like to get away from what we have done in the past in specifically naming colleges like Gallaudet. I happen to be one of the Congressional Trustees there, so I obviously have a bias in their favor. I'm not sure that that should be any more line-itemed and protected than other colleges with a similar unique mission.

The problem is that we are not developing the language to deal with that unique mission and unique constituency, other than the historically black colleges. I will tell you, I sit in meetings and I hear, how do we compare with Howard University versus Gallaudet? That's a terrible way to make public policy. Unfortunately, I think that is the way it is being made right now.

Thank you, Mr. Chairman.

Mr. HAYES. Thank you.

Mr. Jefferson.

Mr. JEFFERSON. Thank you, Mr. Chairman.

I want to ask Mr. Childers a question. You recommended in your proposal relating to Strengthening Historically Black Graduate Institutions against expanding the number as recommended by some of the representatives today from five to, I think, perhaps up to ten. You don't offer a reason for that. Could you tell us why you oppose that proposal?

Mr. CHILDERS. I guess, Congressman, one reason would be that we just don't know where it would end. At the moment there are five institutions. In testimony you have heard this morning, it was recommended that other institutions or, in some cases, programs at institutions, be specifically named in the law.

In one case, one school had said, that you might put in this program, or another program. It just shows an indication that you just don't know where that is going to go. It is just again, as Congressman Gunderson just said, another example of naming specific institutions for specific amounts of funding. That is basically the major reason for the administration not proposing to specifically name more schools by specific designation.

Mr. JEFFERSON. The reason for this feature being in the law to begin with, as I understand it, is because—now, I don't know where Congressman Gunderson went, I guess he left—but it is because of representation or underrepresentation of African American and other minority professionals in these areas. The idea is that this is a rich area to tap to improve those numbers and to improve them dramatically over the short term.

So if that is an aim of the program and if there are programs now that have been identified that can further that aim, is it not something that is worthy of this committee putting it into the law and expanding?

Mr. CHILDERS. I think the aim is certainly laudable, Congressman. The question is, it just becomes a contest between which spe-

cific program and which specific school gets named. The committee might think about a more generic approach if it wanted to. That is, in the Part B funding, to take more account of the actual graduate students in those same institutions.

Right now, Part B funding, in part, is based on how many students go on to graduate school. It doesn't say where they go on to graduate school, but you might build in some sort of factors to the number of graduate students in those institutions themselves, for increasing the Part B funding, generally. I think some sort of generic approach which we could talk about more generally would be better than naming schools, which has the virtue of benefitting some, but the disadvantage of excluding others.

Mr. BECKLEY. Mr. Jefferson, if I can, we at UNCF appreciate Mr. Childers' concern about increasing the number of historically black graduate schools in this section of the law. However, the five schools that we, at UNCF, are endorsing are schools that meet the present criteria of providing additional professionals in those underrepresented areas. We strongly recommend to the committee and to the department that these five schools be granted permission to join that section.

We are against his statement in terms of a generic review of possible other schools in other areas. We feel that the five schools that we are recommending here meet the present criteria as established in the law, of providing opportunities in black graduates in those underrepresented areas.

Mr. JEFFERSON. Mr. Childers, here is the issue. Whether you are going to look throughout the land for little jewels here and there that you can cultivate and graduate into the professional ranks, or whether you are going to go into the areas where you can be the most productive the soonest and with far greater numbers.

If our aim is to increase the numbers and increase them dramatically, there doesn't seem a better way to do it, that I can think of. If I am wrong about that, I would like to be enlightened.

Mr. CHILDERS. No, we have a number of programs in the Officer of Higher Education, programs specifically designed to increase the number of African-Americans underrepresented in many fields. We are certainly not opposed to that. As a matter of fact, it is a major goal of the Department.

The Patricia Robert Harris Program has been mentioned several times this morning. It identifies minority students who could be going for advanced degrees in any institution that wins the competition. That has a very dramatic effect on the number of minorities getting advanced degrees, master's and Ph.D.'s.

That is a route available to any institution that cares to apply it. That is available now. I think it is just our basic concern about deciding on specifically naming schools one at a time, rather than having a program available to all schools to accomplish the same mission.

Mr. JEFFERSON. Dr. Harvey, thank you, sir, for your comments.

Mr. BECKLEY. Mr. Jefferson, I would just like to reiterate one statistic that I shared in my testimony. Between 1978 and 1988, there was a 47 percent drop in the number of male doctorates in this country. At the same time, there was a 63 increase in non-U.S. citizens getting doctorates. The fact is, we should be more inclusive

rather than exclusive. If we set goals, we have to make sure that we provide support to achieve those goals.

If you look at the results of these schools that we are talking about—and I'm not just talking about the five—I'm talking about being more inclusive totally. The fact is, these institutions enrolled 2,000 students in the various fields of law, pharmacy, and other graduate fields in 1990 and 1991 alone. So, it would be to our advantage in this country to invest in graduate school support at these historically black colleges. There is just no question about it.

Mr. JEFFERSON. Mr. Childers, I have one other question, sir, if I might.

On page 7, you talk there about enforcing accountability. It is unclear to me, at least in some respects, what you mean. The last sentence, for instance, says that institutions would be required to document that funds provided under this program are measurably improving the quality of their programs and administration. I know you are trying to state it generally, but what do you mean by that and what are you trying to get at there?

Mr. CHILDERS. We are trying to get at the fact, Congressman, that there is a major difference between the way Part A and Part B work. We are not proposing to make them the same at all. Part A is a competitive program and schools have to compete for those funds and say ahead of time exactly how they are going to use the funds. Then, there are very definite performance reports and accountability measures during the length of the grant.

Part B is a formula grant program where, in essence, depending on the formula, we tell the schools this is how much money you are going to have available this year. Now, send us a justification for how you plan to use it. There aren't the standard accountability measures and reports that we have under the Part A Program. All the details are not fleshed out, but we think we would like some more reporting requirements on the uses of the funds under Part B, although we do not propose to change the formula grant aspect of that at all.

Mr. JEFFERSON. You say here that you want to show that they are measurably improving the quality of the programs in the administration. That is a little different from showing whether or not you are meeting the goals that you have set out in your program. Perhaps you make a judgment going in, or you try to anyhow, as to whether the program is well aimed at improving the offerings of the school. I don't know what you mean by measurably—how measurably and how demonstrative must this be and when?

Mr. CHILDERS. The thought is, in general, Congressman, if an institution proposes to do something, that there is some more guidance and information from them along the lines as to how well they are fulfilling that goal that they have. We would not be proposing to tell them what activities to engage in, other than those, if they are authorized, by the law.

Mr. JEFFERSON. I want to ask what you think, if I might, Mr. Chairman, about——

Mr. HAYES. I've been very liberal with time, Congressman.

Mr. JEFFERSON. I'll stop, Mr. Chairman, and let someone else ask questions. If I have chance, I'll go back.

Mr. HAYES. Go right ahead, if you have another question you want to raise. If you can make it brief, I would appreciate it.

Mr. JEFFERSON. Okay, I have been offered a little more time.

Mr. HAYES. We have a couple more Congressmen down there waiting.

Ms. MATHIS. Congressman, may I elaborate on the last response?

Mr. JEFFERSON. Yes.

Ms. MATHIS. Having written so many of the objectives and performance evaluation measures, may I say specifically that if Title III gives a Part A school a certain amount of money to implement the program, which it says it wants to implement and which Title III does not direct to it at all. That measure might be that with these funds to set up this program, and we will improve retention by 1 percent per year for the next 5 years, and continuously until we reach the national average, or some such accountability of that kind. Does that help somewhat in understanding what we mean by greater measurability?

Mr. JEFFERSON. Yes, that helps.

Mr. BECKLEY. Mr. Jefferson, if I just could add one point on the question about establishing new required documentation for Part B grants. Unless I have been doing it wrong for the last 20 years, the only difference in the Part B and the Part A is the form in which the Part B schools receive their grants. We are still required to submit all of the required reports and have the required audits. I don't know what Mr. Childers is leading to in terms of additional documentation.

The only difference is how we get our money. Our money is formally driven. They tell us what you are going to have and tell us what they are going to do. Then we submit the follow-up audit reports and other reviews.

Mr. JEFFERSON. Do you have a different understanding, Mr. Childers, as to how that works?

Mr. CHILDERS. There is no mechanism by which, at the moment, we can really require that performance reports be sent in. As has just been said, most HBCUs do, but some do not. We would like to just think that we should have a standard, uniform system of reports and accountability measures.

Mr. BECKLEY. Mr. Chairman, I don't want to differ with the Department, but that is not the historically black colleges' fault. We have outside, independent auditors come in and audit reports, then we have Department officials come in every so often to audit and review our programs. Now, if there are other schools not doing that, the whole group of schools should be penalized for that.

Mr. JEFFERSON. Thank you. I have no further questions, Mr. Chairman. If I have some time later, I will come back.

Mr. HAYES. Mr. Andrews.

Mr. ANDREWS. Thank you, Mr. Chairman.

Dr. Harvey, on page 7 of your testimony, one of the recommendations that you seek is a change in the authorizing language to permit the use of Part B funds for activities which are not specifically authorized, but which contribute to the purposes of the program. Could you give us some examples of instances where the current language is too limiting and where the absence of flexibility

has caused the institutions that you are speaking for today to forego certain programs?

Mr. HARVEY. This came about, again, from the 12 associations which I represent today. Two years ago, there was a committee made up of representatives of these associations to look to this Act and to try to see how we can strengthen it.

As a result of some of those conversations back and forth with the Congress and with the administration, that aspect has pretty well been fine tuned. The specifics of that probably are not as consequential as some other aspects.

Mr. ANDREWS. You make the point that the institutions need the flexibility to use funds for activities which promote the goals of their program, even though they may not be specifically authorized. What kind of language or what kind of conceptual parameters should be included in the reauthorization that would give these institutions the freedom and flexibility to use these funds as they see fit? What would you like to see happen?

Mr. HARVEY. Just the flexibility to be able to do some of the kinds of things that some of the institutions have not been able to do. Obviously, there would have to be some checks and balances on that particular aspect to make sure that it was in accord with the Congressional wishes. Beyond that, I don't have any comments.

Mr. ANDREWS. What I would ask you to do if you have the opportunity is to provide for us after today's hearing some examples of the costs of the lack of flexibility in the past. If you could, outline for us programs that would have been instituted or equipment that would have been purchased, but was not, as a result of that lack of flexibility, so we can understand the value of changing the language.

Mr. Childers?

Mr. CHILDERS. Congressman, the administration would certainly want to work with the schools to talk about, as President Harvey has just mentioned, any appropriate areas of activities that it would like to be added to the list. As a matter of fact, in my testimony this morning, at the request of schools over the years, the administration is proposing to add development activities as an authorized list of activities that can be engaged in.

We would prefer to have those kind of discussions about activities, rather than just a very broad generic authority that might include anything that we don't know about.

Mr. ANDREWS. Could you specify for us what you mean when you say development activities, and what you perceive that to be?

Mr. CHILDERS. That would be helping to set up development of fund raising activities in the institutions, raising funds from elsewhere so that they can strengthen themselves even more. Then the Title III funds could be leveraged to help set up a development, for example, to raise private funds—the kind of thing President Harvey is so good at—to strengthen the institution beyond just the provision of Federal funds.

Mr. ANDREWS. I understand.

Thank you, Mr. Chairman.

Mr. HAYES. Thank you.

Congressman Kildee.

Mr. KILDEE. I have no questions at this time, Mr. Chairman. Thank you very much.

Mr. HAYES. I want to thank this panel for what has been a very meaningful discussion on the issue as it relates to Title III. If we have any additional questions that we need to raise with you, we will see that they are corresponded to you. We hope that you will respond. I think that we have 10 days in order to do that.

Chairman FORD. Mr. Chairman, as you know, we have broken these hearings down in Washington by subject matter. The field hearings have rendered the whole gambit of all of the issues. But, because there will be a hearing in Louisiana at one of the historically black colleges, which will concentrate on this part of the legislation, and perhaps another one in Houston, Texas, that will concentrate on this part of the legislation, this is the only hearing we have scheduled here in Washington on Title III. I thought that should be known to everyone.

This is not a once over lightly with this. There will be further contributions to the record of these hearings at the two field hearings that unlike their predecessors will concentrate in a more focused way on the historically black colleges.

Mr. HAYES. Thank you very much for your time and testimony.

I would like to call Panel II, which is the focus on Title VIII: Dr. John A. Curry, President of Northeastern University, Boston, Massachusetts; and Dr. David J. Dougherty, Vice President of External Affairs, GMI Engineering and Management Institute, Flint, Michigan.

Chairman FORD. Mr. Kildee.

Mr. KILDEE. Thank you, Mr. Chairman.

I would first of all like to welcome, in a special fashion, Dr. David Dougherty, from GMI Engineering and Management Institute in Flint, Michigan. It is the school that my two brother-in-laws received their degrees from a number of years ago.

I've known Mr. Dougherty in many incarnations. He is one of the community leaders in Flint. He formerly worked for the Flint Board of Education, and did a tremendous job there. He worked for the Pontiac Board of Education prior to that.

He has done a great job in helping the City of Flint and the City of Pontiac go through integration and achieve a great deal of integration in those schools. He is well respected by everyone in the City of Flint. I number him among my personal friends, in addition to that. I welcome him here this morning.

Chairman FORD. Mr. Dougherty, we now expect to hear nothing but pearls of wisdom after that great introduction by one of the most respected and revered members of this committee. You may go ahead.

Mr. DOUGHERTY. Dr. Curry is going to lead off.

Chairman FORD. Dr. Curry is going lead off? He is from that little school up in Boston.

[Laughter.]

Mr. CURRY. It's a pleasure being with you, Mr. Chairman.

Chairman FORD. So that you don't feel slighted, I have an honorary degree from that little school up in Boston.

Mr. CURRY. We know that and we are very proud of that.

Chairman FORD. I have talked about it more than anybody else that has every graduated from there, because it is one of the most extraordinarily successful programs in co-op education that exists, in my opinion, in any place in this country.

Mr. CURRY. Thank you.

Chairman FORD. I can not say that they do not have something like it elsewhere in the world, but I have never seen anything like it elsewhere in the world.

Mr. CURRY. Thank you, Mr. Chairman.

Chairman FORD. Go ahead, Dr. Curry.

STATEMENT OF DR. JOHN A. CURRY, PRESIDENT, NORTHEASTERN UNIVERSITY, BOSTON, MASSACHUSETTS

Mr. CURRY. It is a pleasure being with you, Mr. Chairman, to address the members of the subcommittee on Title VIII and future educational policy regarding Title VIII.

I introduce myself as the President of the largest cooperative education institution in the United States, as a former cooperative education student myself, and also as a former cooperative education employer. I don't represent Northeastern University, but rather the National Commission on Cooperative Education, the Cooperative Education Association, and the Education Division of the American Society for Engineering Education, all of whom have formed a coalition to express their views on future educational policy regarding Title VIII. The Coalition represents thousands of administrators and employers who are interested in this concept that we think does so much, particularly for middle income America.

I wanted to address, before David talks to you about GMI's special project regarding cooperative education, a little bit about the benefits for students, for the Federal Government, and for our economy as it intersects with cooperative education. I am sure you know that cooperative education has students at its base.

It's my pleasure to tell you that in the audience today, to my right, we have two students from Northeastern University: Heather McGuirl from Cranston, Rhode Island, a junior at the university; and Aaron Bernstein, another junior in our program, who are here to answer any questions you may have later that might be addressed specifically to students participating in the cooperative plan.

We also have behind me Kerry Alexa, who is a cooperative employer. We also brought with us Dr. Ben Swinson who heads the Cooperative Education Department here in Washington. All of us stand ready to assist you with any deliberations you may have.

I think the committee is knowledgeable about the fact that cooperative education is a program which combines classroom experience with supervised, employer-paid experiences in a related field. As a young man who attended Northeastern in the 1950s, I didn't know whether I wanted to be a teacher or a journalist. By going through the Cooperative Education Program after a full-time freshman year, and spending the rest of my career at Northeastern, half of the year at work and half of the year in school, I ultimately,

through those career experiences, could make the decision that I preferred teaching to journalism.

The money that you—especially the leadership as shown by Chairman Ford—has done so much for the cooperative education movement. I think Title VIII offers the most extraordinary return on investment that the Federal Government could possibly make.

Last year, our students participating in cooperative education across America earned $1.8 billion. At Northeastern University, last year alone, our students earned $77 million toward paying for their college education. Those cooperative education students across America also paid taxes to the Federal Government and the State governments, of $225 million. I consider that a very significant return on investment when we think of what they do with tax payments and with social security payments.

Over 14,000 cooperative students of the 250,000 that work across America and, internationally, work for agencies of the Federal Government. So, we believe, that because they earn their way through college, they reduce the need for loans. I am so proud of these students of mine, because when we look at their default rates or the institution's default rates on loans, default rates regarding financial aid for cooperative education institutions are much more reduced than they are for other universities, particularly urban universities like Northeastern University. So, we are very proud of the fact that they earn their way and they get involved in a career and have an opportunity to judge one career against another.

Three weeks ago, I had the honor, as President of Northeastern, to host Barbara Bush as our commencement speaker at Northeastern University. It was wonderful for me to hear her say, why don't more universities adopt this cooperative education model? She rattled off three or four episodes of cooperative students that she had met and the kinds of work they were doing that were of great benefit to society.

On that same stage with Mrs. Bush, 3 weeks ago at Northeastern in the Boston Garden, was a graduate of Northeastern, Dennis Picard, CEO of Raytheon, who was so very instrumental in the development of the Patriot Missile. On that same stage was a Northeastern graduate, General Richard Neal, who was our communicator from the Persian Gulf. I mention those names simply because we are so proud of the many success stories of people who have attended cooperative education institutions.

Today, Mr. Chairman and members of the committee, I think the need is to try to expand this viable way of going to college. When I look as President of this large university at the problems that our students face today, I am so pleased to see what I perceive to be the education policy direction in which the House seems to be going. You are concerned about limitations on Pell Grants. You are concerned about limitations regarding middle income students. You should be, because these kinds of underprivileged students and middle income students that go through cooperative education are earning their way through college.

Universities, with escalating costs, are so proud of the fact that our students at Northeastern, for example, earn $7,500 a year, on the average, toward their tuition. Cooperative education is a great method of financial assistance to middle income America. Here is

an opportunity for you to go to college, earn your own way, not have to worry quite as much about loans, and be in a position where you gain those meaningful work experiences that help you when you graduate.

I am so proud that in 1990, of the graduates of Northeastern University, even in this recessional economy in the Northeast, 90 percent of the graduates had a job. Why? Because as they went through the cooperative program, they made a connection with an employer, whether it was the Boston Globe or Raytheon or Sylvania, or a school system, and surely, they will have a leg up on students from traditional 4 year institutions as they go out on the job market.

Secondly, along with financial assistance for middle income America, I believe that cooperative education is a great mechanism in terms of outreach for underrepresented populations. As we head toward the millennium, there are more and more Black, Hispanic, and Asian students that are going to be first-generational in obtaining a college education. Just as Northeastern and Drexel and University of Cincinnati and GMI helped the Irish, the Jews, and the Italians in the 1950s and the 1960s, I see, as we head toward the millennium, with great pride, what we are doing for underrepresented populations, thanks to your funding of Title VIII.

As an example, Northeastern University has more Black students than all nine of the State colleges of Massachusetts combined, and almost double the number of Black students of all of the public institutions in Massachusetts combined. I am very proud of that kind of movement, because those kids want to work their way through college and gain career experiences at the same time.

Thirdly, along with concerns about middle income America, about minorities and underrepresented populations, cooperatives advance our economic competitiveness. Over 50,000 employers participate across the Nation and internationally in the cooperative model. They have access to students and have a great opportunity to judge talent and hire that talent upon completion of their work at the university. Title VIII, as you know, requires the colleges to adopt the program after the Title VIII funding and be sure that they are funding the program themselves.

Even though you are not here to talk about fiscal 1992, as the Chairman indicated, I am so pleased to see the administration seeing the light, rather than Congress being the catalyst, and for the first time since 1980, the administration put money in for cooperative education. They had put zero in. Without the leadership of this committee, the House, and the Senate, we would be nowhere in offering cooperative education in the last few years.

So, we are very pleased that today one third of American colleges and universities have a cooperative element. Some of them are very tiny. Some of them like Northeastern and Drexel are very, very large. But, one third of American colleges have a cooperative program. Two percent of American students participate, which is about 250,000 students.

As we head toward more global international competitiveness, it is a blessing for me to see more of our national leaders, like IBM and Raytheon and GE asking me can I place students in Mexico, can I place students in Japan, can I place students in England and

in France. So, our students can gain international cooperative education experiences. Today, Northeastern places students in virtually every country of the world. Many of them are foreign students who return to their country to provide economic leadership in the future.

I would indicate two basic changes in educational policy as you consider Title VIII for the Higher Education Reauthorization Act. One is to respectfully request an increase in the authorization to $45 million from its present trend. Why? Because we think that there is a great need to support the underprivileged, middle income students who desire to work their way through college.

Secondly, although the administration does not favor this part of our proposal, you should designate where you have the 75 percent administrative grants, 25 percent of that for established programs while keeping 50 percent for new programs. Why? Because in these pressing economic times for all of the colleges that truly support cooperative education strongly, I believe they need help. These are schools like Northeastern, Cincinnati, Drexel, and GMI. We need help in saying that these people have been successful. They have an established program. They want to expand the program's size. They want to increase the numbers of minorities that they can admit to help with their opportunity at getting a college education.

So, my encouragement would be that you consider that 25 percent of the administrative grants be allocated to establish programs to help them expand in the time ahead. Obviously, the same 5 year limit would be favored by the coalition as it exists today, in that we would expect to take over, as we do now, full responsibility for those cooperative programs after that 5 year limit.

Finally, although this is not a part of Title VIII—it intersects with Title IV—we would recommend to you that you alter the language in Title IV to treat cooperative education students while they are being employed—while they are out on their periods of employment—like independent students earning wages during that employment period. That is to say, to exclude a monthly maintenance of up to $600, as well as Federal, State, local taxes, and social security to give that cooperative education student some kind of break.

More generic than cooperative education, I would hope the committee would consider the fact that so many of our college students across America today are putting so much of their earnings toward college expenses. If you could consider lowering the percentage for all students of wages that are applied to college expenses from 70 percent to 40 percent, I think you would help the middle class of America attend college in a much better way.

In conclusion, I say to you that I am very proud of the students who represent my institution, and of the fact that our employers believe in them. When I go out as President of Northeastern University and ask Raytheon, for example, would you give us $1 million toward our new engineering science complex at Northeastern, I don't have to argue much with Dennis Picard for that funding. He sees in his company hundreds and thousands of cooperative graduates—our alumni, GMI's alumni, Drexel's alumni—that are really the backbones of things like the development of the Patriot Missile.

I thank you, Mr. Chairman.
Chairman FORD. Thank you.
Dr. Dougherty.

STATEMENT OF DR. DAVID J. DOUGHERTY, VICE PRESIDENT, EXTERNAL AFFAIRS, GMI ENGINEERING AND MANAGEMENT INSTITUTE, FLINT, MICHIGAN

Mr. DOUGHERTY. Thank you, Mr. Chairman, and members of the subcommittee.

On behalf of GMI and the Coalition for Cooperative Education, my role here today is to tell you some exciting success stories about Title VIII, particularly as they have occurred at GMI.

Dr. Curry mentioned in his written statement that cooperative education is an answer to one of higher education's most pressing problems. I'd like to add to that that there are hundreds of CEOs in the United States that will testify that cooperative education is also an answer to several of industry's most pressing problems.

We can speak that way because for 63 years, General Motors was private, and GMI was private industry. We were a General Motors' institute until 1982. In 1982, we had an amicable separation from General Motors, and became a totally independent, private institution, with a Board of Trustees of 30 men and women who represent corporate America. All of the men and women who sit on our Board of Trustees have cooperative students going through GMI. So, they have a very special stake in the policies and procedures that they set for the institution, because they are part and parcel with their business and what is going on at GMI.

When we talk about private industry and we look at their needs today for cooperatives, and you look at the demographics of the United States tomorrow, it is clear to see that cooperative education for private industry will be much more important in the next few years.

Right now, at least through GMI, private industry is using cooperative education as its primary way of meeting its affirmative action objectives. There is no better way for private industry to get young, bright minority students into their organization than to start them right out of high school in cooperative education, and help educate them themselves. When they finally graduate, they are ready to hit the ground running in their institution and their organization, and make a mark for themselves in private industry.

GMI, as is the case with Northeastern, annually ranks in the top 10 engineering schools in the country in terms of numbers of graduate minority students. This is an indication of the interest that the cooperations have in moving minorities through a cooperative education program.

I have one other statistic before I look at the specifics. I just took a check of GMI's 1991 graduating engineering class. They graduated just a couple of weeks ago. Those students, while they were at GMI, had earnings of $29 million in the cooperative periods. They paid $6 million in income taxes while they were at GMI out of cooperatives. This is just the senior class. If you multiply that times all the other years, that is a lot of support.

Now, GMI itself is unique in the fact that it works so cooperatively and closely with private industry. When students come out of high school, the corporations help us select the students that are going to come to the school. The corporations help us recruit students. They help us educate the students, and, certainly, they give employment to the students while they are in school. More importantly, 90 percent plus of all of our graduates have jobs with those same companies that started them out as freshman when they graduated.

This year, 1991, when we are seeing a downturn across the country—and the statistic I just heard recently on national television was that two out of every three graduates this year do not have jobs—we are still batting 90 percent plus of our graduates that left school a month ago who already are employed full time in their companies. That is certainly a credit to cooperative education.

Now, in 1982, when we left GMI, we were one company. We only had one corporation that was co-oping our students. When we left GMI in 1982, almost all of our budget was subsidized by General Motors Corporation. Less than 15 percent came from tuition. So, when we went out free as an independent college, we had a very, very high mountain to climb, very quickly, if we were going to survive as a private institution.

The first year out of the gate, we managed to bring 40 or 50 new companies to help us out with students in cooperatives. Cooperative education, Title VIII, came along and gave us an administrative grant over a 5 year period that totalled about $400,000 over 5 years. That enabled us to hire staff who could go out and work with cooperations to build the cooperative reputation in other companies. By the time that grant was over, we had over 250 companies working with GMI.

I would have to say that the fact that we are now independently the largest fully cooperative engineering school has a great deal to do with the fact that Title VIII came through and helped us build our staff so that we could bring in more students, get more cooperative jobs, build our budget, and, ultimately, pick up all of that support from Title VIII and maintain it to this day and continue to grow.

The more exciting dimension is the recent demonstration grant that Title VIII gave GMI 2 years ago. This Title VIII demonstration grant was developed to try to create a partnership between GMI and other baccalaureate degree-granting engineering schools, and 2 year community colleges. This was an outreach program to community colleges around the United States where we could articulate a program so that the students, when they start out in community college, would be able to find a cooperative employer in their own home town, take a curriculum that would be acceptable to GMI, and meet a certain standard in attaining that curriculum. Then when they graduate, after 2 years, they could transfer to GMI, stay in their home town, and co-op with the same company that started them out as freshman. They would continue their cooperative experience at GMI with the same corporation, get a baccalaureate degree, and go back to their home town.

Now, not many years ago, we talked to corporate leaders in one of the major industrial cities in the United States about getting co-

operative programs going with GMI. Their response was, we have engineering schools of our own here, and we don't know that we need another school, especially a cooperative school. We pointed out that the majority of students in their community went away to college. Of students that go away to college, less than 30 percent of them when they complete their degree, come back to their home community for full-time employment.

In a cooperative school, 90 percent of them come back to their home community, their home industries, because that is where they have been working all through school. They never broke their ties with their home community. They have a job in their home community. Now, that applies even more severely to small towns. So, when you have small communities with community colleges—and that's their colleges, they don't have anyone else to turn to, that's their pride and joy—but their young people can't get a baccalaureate degree, so they tend to go away.

But, if they can start co-oping with those schools, attain a degree there, move on to another school, and stay co-oping with that, they are going to go back home. That is going to build the economy in that community, maintain those corporations, and that is where American industry is going these days, to those small towns. They need that kind of support.

I would like to give an example of one situation that is taking place right now. We started this program by aiming to create partnerships with six community colleges. We are completing our second year now, and we have 12 partnerships. Those partnerships include seven in Michigan, two in Ohio, one in Illinois, one in Minnesota, and one in Florida.

The first program that we successfully articulated—and this is a very complicated thing, to get university professors to sit down face to face with the community school people and say, these are the courses that you are going to teach that we are going to accept, folks. In many community colleges, it means that they change their curriculum, significantly. They upgrade it, they strengthen it, and they put other things in. But, that is the first time that there is good, strong articulation going between 4 year institutions and the 2 year institutions.

The first college was Kellogg Community College in Battle Creek, Michigan. We are starting out this Fall with a conference for 13 companies in Kellogg's new plant development. All of those 13 companies are Japanese companies.

In about 2 months, Rick Iko, who is a consultant at GMI, helping us with international projects, and Hisachi Miyazaki, who is a board member of ours and President of NHK International, a Japanese firm, will be holding a conference with the companies in Battle Creek, recruiting students from that community to go to Kellogg Community College and have cooperative positions with those Japanese firms.

In turn, they will come to GMI, and get a baccalaureate degree. These are native sons of Battle Creek. They will go back to Battle Creek for careers with those new companies. This is typical of what is going to take place as this program grows.

We haven't completed the 2 year expansion, yet, but we have six students enrolling this Fall for the first time from the community

colleges. Thirty is the goal for next year and we anticipate 60 to 80 per year within the next couple of years.

Now, there is one other theme that I would like to hit upon, that Dr. Curry mentioned in his closing. We are in the business today of developing young people in the United States for a global economy. If American industry can not develop its young people for a global economy, there will not be American industry. The interesting fact is, our foreign competition—and I just came back from a meeting with technical universities in Czechoslovakia, Poland, Hungary, and the Soviet Union—are moving ahead on cooperative education. They love it and their companies are sending their students over here to co-op. We have no better opportunity than cooperative education to train our young people for global economics and global employment.

In cooperative education at GMI, for example, every student has 11 semesters that they co-op, 11 full semesters. It is easy to say to Ford Motor Company or Digital or any of the other companies, why don't you send your student overseas to your companies for two semesters out of your eleven. Let them learn the language and let them learn the culture. When they graduate, they have had experience over there, they know the ropes, they know what global economics is all about, and you have a winner on your hands. That is what cooperative education is moving towards. I think it is a benefit not only to public education and private education in the United States, but certainly to the growth of America industry.

Thank you very much.

Chairman FORD. Thank you very much, both of you, for very direct, forceful presentations on cooperative education.

I noticed the person who coordinates the United States' Student Association lobby did not have one of their representatives on the panel here this morning. I am sorry she has left. Tom will contact her.

About 2 weeks ago, I challenged the representative of the students to do a term paper for us on the difference between cooperative education and work study support for students. Tom has just reminded me that cooperative education, as a part of the Higher Education Act, extends back to about 1968. What we did in the 1979 and 1980 reauthorization, was separate it out of Title IV, to make it very clear that cooperative education and work study were not the same.

We wanted to avoid the confusion that apparently now exists with students who are saying that work study doesn't serve its purpose if it is not career-related or academically-related to what they are doing. So, I expect that we will get that term paper from the students, and we may ask you to review it, and answer some of their questions.

What the combination of their testimony and yours has done is refresh my mind as to why we did what we did in 1980 in separating cooperative education away from Title IV as another form of Title IV student aid.

I appreciate the very fine case that both of you make for cooperative education. You have accurately read this committee. I have heard expressions from both Democrats and Republicans on this committee, throughout the process, that we want to be able to hon-

estly tell the American working class and middle class people that we are coming. We are looking more and more to help them in the future years, and it will be covered by this reauthorization.

Mr. Coleman.

Mr. COLEMAN. Mr. Chairman, I would only echo your sentiments. I think this may be a program whose time has finally come.

I was taking notes on how it can apply to our community back home, where we are always on the alert to try to attract new industry and business at all levels of the communities. I am in the process now of trying to pull elements of the education, training, and employment communities to put together some job training functions for a major employer who may locate there.

Again, as the Chairman indicated, part of the time consuming hearing process is to focus attention on programs that may not always be in the limelight since we operate at such a fast pace. Having said that, I really appreciate both of you coming here today.

Let me ask Dr. Dougherty a question. Your experience is somewhat unique. Could you create a GMI today, and if so, how costly would it be, and would it be the best route to go?

Mr. DOUGHERTY. I do not believe that the exact format that GMI uses would be recreated today in most institutions. The idea of a 5 full year cooperative, where corporations help you select the students right out of high school is a little more than most institutions would want to bite off.

The general approach of cooperatives for 3 years where, I guess, the thing that is really important to me, and I mention in my written statement, is that schools that will survive in cooperatives, and can build a successful program, are those that will build a close partnership with private and public employers, and bring them into the decision making process, so that they have a stake in what goes on in that institution and the kind of student that comes out of that institution. If those schools build that relationship, cooperatives will flourish and those programs can be built.

Mr. COLEMAN. Thank you.

Chairman FORD. Mr. Andrews.

Mr. ANDREWS. Thank you, Mr. Chairman.

I also enjoyed the testimony from each of the two witnesses this morning.

I am very fortunate in my district in Southern New Jersey. Many of my constituents attend Drexel University, that you made reference to. Drexel has a very warm place in my heart for a number of reasons.

Let me ask each of you this question. I am someone who knows first-hand the benefits of Title VIII and the cooperative program. In addition to increasing the level of authorization, as you have recommended, what other kinds of changes could we make that would facilitate the efforts of your institutions and facilitate the efforts of employers to become more involved in those partnerships that you talk about? What other kind of tax, or regulatory, or incentive type changes could we make to broaden accessibility to cooperative education for more students and institutions?

Mr. DOUGHERTY. I do not think I have the specifics of how, but I think there should be some incentive to employers to participate in

cooperative education, outside of the fact that they are great gainers. They don't realize it, many of them.

Mr. ANDREWS. Yes.

Mr. DOUGHERTY. Especially the little guy, the small employer who says, yes, I could really gain from cooperatives, but, boy, I do not know if I want to take this step right now, as things are slow. So, if there was some incentive to the employer in terms of maybe the payroll that he is paying the cooperative student, where he would get some break on that, it might be helpful. The cooperative student is going to pay taxes on what he is getting anyway. So, there might be some support that would go back to those small employers to get them involved.

What we find is once those employers get their toe in the water, they are going to stay for a long time. But, it is getting the toe in the water that is important.

Mr. ANDREWS. Doctor, has your institution experienced any permanent kind of relationship with the JTPA Program? Has that been something that has come about?

Mr. DOUGHERTY. No, we have not had that happen. We know of JTPA. I was on the JTPA committee, but there has been no relationship between that program and anything that we do in cooperative.

Mr. ANDREWS. Yes.

Dr. Curry?

Mr. CURRY. I think in the comments I made, sir, before, about blending a look at this title, certainly the extra money in authorization would be very critical. There are so many institutions now willing to start cooperative education programs that the current amount of appropriation makes it difficult. That is why we suggested the larger figure. I think it is trying to get more institutions interested in cooperative education.

We have had a National Advertising Council Campaign over the last 5 years. In addition to Smokey the Bear, they took on cooperative education for us. We see a rise in the number of students participating up to the level of 260,000. In some institutions there is a bit of academic snobbery about why should our kids work their way through schools.

Mr. ANDREWS. That usually lasts just about as long as when you start to pay your loans back. When that starts, the snobbery disappears.

Mr. CURRY. In these days of escalating costs for the colleges and universities, if we could get a higher authorization and move toward those incentives for students that I mentioned, that there would be a lesser penalty that they would pay in terms of the cooperative wages, I think those kinds of incentives would really help the development of cooperative education nationally.

Mr. ANDREWS. Thank you very much for your comments.

Mr. DOUGHERTY. You know, I am always puzzled at the amount of time and the amount of paperwork that it takes all of our students to do income taxes, and the amount of time that it takes them to apply for student loans. It seems to me that if there was some reduction in the amount that a student, who is earning money while they are in school, has to pay to the Federal Government, there would be less need for the student to apply to the Fed-

eral Government for assistance. So, there is money saved on both sides—the paperwork that is done in Washington, and the paperwork that is done in Flint, Michigan.

Mr. ANDREWS. Thank you very much for your contribution.

Thank you, Mr. Chairman.

Chairman FORD. You present us now with, if not contradictory positions, at least contrary, using the fine line between what Mr. Dougherty says, that the name of the game is to get more institutions to participate. Dr. Curry says, on the other hand, that on behalf of the organization of cooperatives, you want to increase the appropriation, but earmark 25 percent of it for existing programs. How can you marry those two ideas?

Mr. CURRY. I guess, Mr. Chairman, from my view, the 50 percent being awarded to the new institutions helps that first case. There are, in these days of tight budgets for colleges and universities, difficult times, obviously. If established programs could benefit from additional funding over the next 4 or 5 years, because they have good models in place—witness GMI's description of its model, we have proven ourselves and we have come up with models that should be replicated by others. I think we lose some advantage in not looking at who is doing a good job in cooperative education, as well as the issue of let's get more institutions involved. I think it is a double barrelled approach that should be looked at over the next 5 years.

Chairman FORD. That still leaves me with the uneasy feeling that on one hand, we are talking about expanding the resources to get more institutions in, and on the other hand we are saying, however, out of the expanded resources, we will set part of it aside for the people that are already in.

Mr. CURRY. And the people who have models that could be replicated, good models, like GMI's.

Chairman FORD. Well, we did this sort of thing for hours in a conference with the Senate a few years ago on a reauthorization of what used to be called vocational education. Now it is technology education. The question was, do you try to avoid discouraging somebody that has been moving ahead and doing things the way they should be done, or do you get more people to change what they have been doing? I think what we did was come to a political compromise.

I strongly suspect that that is what is being suggested here. I am not asking you to acknowledge that, but there is a political compromise. Your Board, I take it, is made up of people who are in the program. It is not quite, "I'm on board, so pull up the gangplank," but there is that element to it, isn't there?

Mr. CURRY. It would also help us, Mr. Chairman, if those populations that are coming through in big, big numbers in the time ahead—Blacks, Asians, Hispanics—I think it would allow the established institutions to do a better job by them.

Chairman FORD. I credit the goodwill with which you approach this, but I think I need a little bit more rationale to look at a 25 percent earmarking.

Mr. DOUGHERTY. I might point out that just in the demonstration grant, Mr. Chairman, we are doing that with the community colleges, as that program evolves and stabilizes, GMI is helping each

one of those community colleges recruit their jobs in their local communities.

In many cases, we have as good or better connections with the companies in their town as they do. We are also interested in those jobs, because those students are going to maintain them when they come to our institution. So, we have a staff person—every one of those schools has a GMI staff person assigned to work with their staff person. There is total coordination of those.

It is really an integration, as I see it. GMI's program is growing, but it is growing in lieu of and with those other institutions, as they grow and develop new programs. Both are going to flourish. The student and the industry are going to prosper in the meantime. It is the only way we can do a cooperate venture with 2 year schools and 4 year schools.

Chairman FORD. Thank you.

Mr. Kildee.

Mr. KILDEE. Thank you, Mr. Chairman.

I will direct my question directly at Mr. Dougherty, but both of you may respond.

How do you keep the private sector—the private businesses—involved in your program at GMI, and to what degree are Federal agencies co-oping with GMI?

Mr. DOUGHERTY. First of all, Congressman Kildee, in addition to our Board of Trustees, which is corporate, we have a Cooperative Education Council that meets quarterly, that is comprised entirely of cooperative education corporation representatives. They deal with all the policies and procedures of GMI that relate to cooperatives. Every single decision that is made in our institution that relates to that whole program is made with the private and public employers helping us make the decision.

The fact is, they have ownership. They have ownership in the program, and they have ownership in the way it is going. They come to us with recommendations on how things should be changed. We take heed of that.

With regard to the Federal Government, we have even had a U.S. army general on our Board of Trustees. We have partnerships with the U.S. military—Army, Navy, and Air Force—and with NASA. We have talked to the U.S. Postal Service. We have worked with the FBI and the CIA. They all have, at one point or another, co-oped students through GMI. So that is a very major area for us.

One of the problems that we have is that some branches of the Federal Government really do not have a pay scale that is high enough to allow students to co-op in a distant place, where they have to come to that community, live away for 6 months of the year, and then come to another school that is away. Many of the branches of the Federal Government have made up for that. They give some kind of an incentive program for co-ops and it works very, very well.

Mr. CURRY. At Northeastern, we have a staff of about 75 professionals whose sole job it is to place the students on jobs and to visit the job sites. We have about 3,000 employers who hire our students, nationally and internationally, with a heavy concentration in the East.

Once a quarter, at least, the Cooperative Coordinator, as we call him, is supposed to visit GE, or the Boston Globe, or Raytheon, and talk to the employer about his satisfaction with the students' performance. They are to talk once a quarter with the student about his satisfaction with the job opportunity. We also have, like Dave, councils of employers and visiting committees who have input into the way we run our cooperative education program.

I think we have the Federal Government as our largest cooperative employer. The students that are with us today are stationed here in Washington. They are both business and political science majors, Aaron and Heather. We find that it is very easy for the Federal Government to be a major employer. The students report wonderful opportunities. They love working in the DC area, for example, and at the State House in Massachusetts.

Mr. DOUGHERTY. That is interesting, because the Federal Government represents about, I would say, less than three percent of our cooperatives.

Another interesting facet of this is that we have a saying with our companies of "no surprises." There should be no surprises on the part of the private sector and on our side. When our students are co-oping, if they have a problem in the work place, it is up to that company to notify us through our cooperative consultant. When that student comes back to school, we give them a Dutch Uncle talk. We tell them to straighten up their act when they go back to work.

If it is in school and the student has a problem with scholastics, we do not fail that student out without telling the company. So, when they go back to work, the employer can get in touch with them and sit down and say, straighten up your act or you are not going to have a job.

That is one reason that you find that you do not get a lot of students in cooperative programs dropping out of school and taking off for a year or 2 years and going here and going there. They graduate, normally, in their given amount of time. If they drop out of school, they lose a job as well as losing a spot in their school. It is a very important factor.

Mr. KILDEE. What would be the range in size of your co-oping companies? What are your largest and your smallest, for example, in size?

Mr. CURRY. I would say at Northeastern, it would be from a minimum of two people covering one job, year round, while the other fellow or girl is in school, to a number like 300 students with one company

Mr. DOUGHERTY. We probably range from one—certainly there are a lot of places with one student—to as many as 1,000 with one company. You might guess what company that is.

[Laughter.]

Mr. KILDEE. Thank you very much. I think this has been very good testimony. I think that cooperative education really can play a vital role in the way we do compete in the global economy. I think you have made some very good points on that.

Thank you, Mr. Chairman.

Chairman FORD. Thank you.

Is Mr. Goodwrench still in Michigan?

Mr. DOUGHERTY. Mr. Goodwrench was born and raised in Flint and still lives next door to me.

[Laughter.]

Chairman FORD. The committee will stand in recess until tomorrow morning.

[Whereupon, at 11:57 a.m., the subcommittee was adjourned, subject to the call of the Chair.]

[Additional material submitted for the record follows.]

Testimony

on

The Reauthorization of the Higher Education Act

Dr. Martha A. Smith
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Submitted to

Subcommittee on Postsecondary Education
Committee on Education and Labor
United States of Representatives

July 22, 1991

This testimony is presented by Dr. Martha A. Smith, president of Dundalk Community College. Dundalk Community College is a public, two-year community college which serves the needs of 80,000 residents of Dundalk, a heavy industrialized area located in Southeastern Baltimore County. The college serves the comprehensive career needs of the area people, as well as providing programs for college transfer, continuing education, and community services.

Dundalk Community College is the recipient of a Title III - Part A grant that began in October 1987 and will end in 1992. Dundalk Community College is using Title III funds to address problems related to student readiness, basic skills development, competency identification, evaluation, and the overall quality of educational support and instructional services.

Title III program has provided Dundalk Community College a great impetus for curriculum and instructional reforms. As a result of the grant, the college was able to integrate the academic curriculum and offerings by the systematic melding of basic skills, course-specific competencies, program goals, and student goals across curricula. A comprehensive Learning Center was established. A model for services to learning disabled students was developed. The retention rates of both developmental education and regular students were significantly improved. We strongly believe that Title III program had definite impact on the above improvements.

Dundalk Community College requests that the Title III - Part A legislation be changed to eliminate the "wait-out" period. Currently, [see 34 CFR 607.9(b)(3) and (4)] the law provides that an institution that receives a Title III Part A development grant of four or five years must "wait out" of the competition for these funds for a like period of time (four or five years). No similar eligibility requirement is placed upon institutions receiving three-year grants under Title III part A, or for recipients of endowment grants or grants for historically black colleges and universities under parts B and C. We believe that this provision is inequitable and that it prevents the Congress from directing public dollars to those institutions that are best positioned to address the nation's problems in the 1990s.

Colleges that have successfully completed past Title III projects should not be barred from future Title III competitions if they are proposing to address new problems and find new student-centered, results-oriented solutions. Recently the Secretary of Education announced his position that colleges should only be allowed to compete for a one-year planning grant and one, five-year Part A grant. While Dundalk Community College shares in his motivation to make Title III funds widely available, we believe that the best interests of the nation are served when the funds are awarded competitively to those colleges that are of strategic importance to the nation and that have done the best job of assessing their problems, selecting appropriate solutions, identifying performances indicators, measuring results and using those evaluations to improve student performance.

The Title III program should remain, as it has been from the start, a national competition, rather than a grant to which every institution is eventually entitled. Congress should consider finding resources to increase the monies available in this highly effective program.

The legislation should be changed to eliminate the "wait out" period, thereby allowing all colleges with these grants to apply for eligibility to compete for new grants of up to $2.5 million when their current grants expire. This amendment would be in the best interests of the nation's students, and it would not limit unreasonably the application of new resources to solve emerging problems.

Further, the legislation should be changed because:

1. The length of a previous grant is not an appropriate basis on which to decide which, if any, of the grantees with expiring grants should be allowed to complete for new funding. The basis for funding decisions should be on the merit of proposals based on the criteria for the competition.

2. Given that the nation is being challenged in an unprecedented manner by foreign competition, it is not in the national interest to bar our higher education institutions from competing for Title III funds simply because these institutions have been addressing problems for a given period of time in the immediate past.

3. Conditions faced by institutions can be expected to change rapidly in the 1990s. Events could threaten an institution that could not have been anticipated when an earlier four- or five-year grant was written. It would be unfair to prevent these institutions from competing for new grants.

4. The prohibition to reapply for funding is especially harmful to community college efforts to serve minority and at-risk populations. Community colleges are working on solutions to the retention of minorities and at-risk students, and play a special role in enabling these students to succeed in pursuing higher education. The development of solutions to these pressing problems can require long-term effort. Institutions working to develop these solutions should not be barred from competing for new Title III grants.

5. It is not equitable to require recipients of four- and five-year grants to refrain from competing, when recipients of three-year grants may re-compete.

The current "wait out" period for recipients of four- and five-year grants should be eliminated. While colleges should not be allowed to apply a second time for the same projects, it is in the nation's interest to allow colleges to respond to new, emerging problems. We envision library automation, continued student tracking, instructional innovation, outcomes assessment, etc. as the areas that need special attention. It is hoped that the Title III grant will enable us to address these emerging problems.

Dundalk Community College is grateful to the Congress for the funding made available through Title III of the Higher Education Act, and urges the Congress to ensure that funds made available in future years can be used to assist those colleges with well defined problems and plans to address those problems. Continued funding will move these institutions and communities forward with measurable result. Given the unprecedented challenges facing our country in the domestic and international arenas, federal dollars should support those colleges that show the greatest promise of contributing to our collective future.

Testimony

on

The Reauthorization of the Higher Education Act

Gerald L. Miller
President
Niagara County Community College
Sanborn, NY

Submitted to

Subcommittee on Postsecondary Education
Committee on Education and Labor
United States House of Representatives

JULY 15, 1991

This testimony is presented by Gerald L. Miller, president of Niagara County Community College. Niagara County Community College is a public comprehensive community college serving the citizens of Niagara County and Western New York. We enroll 5,500 students each year in 39 different Associate Degree/Certificate transfer and occupational programs. Our short term vocational training program with local business and industry is the largest in New York State. The college was founded in 1962 and currently includes a central campus in Sanborn, an extension site in downtown Niagara Falls, and a Corporate Training center in Lockport. Total population in Niagara County is 216,000. Niagara County Community College is part of the State University of New York system and is accredited by Middle States. We receive financial support from the state of New York (SUNY), Niagara County and student tuition.

Niagara County Community College is the recipient of a Title III - Part A grant that began in October 1988 and will end in 1993. Niagara County Community College is using Title III funds to address institutional problems in two areas: improvement of instruction through professional development of faculty and strengthening library resources through computerization. Both of these activities were designed to increase student success and retention in college, a serious problem at open-door institutions of higher education. Because we serve students with a wide diversity of backgrounds and abilities, the need for faculty to address diverse learning styles and deficiencies in the classroom is critical to student academic success. Many of our students have not had successful learning experiences in high school or have been out of school for many years. Only 38% of entering students in 1990 were able to pass all three of our Basic Skills placement tests in Reading, Writing or Math. The retention rate of students after one year is 58% collegewide. Also, the majority of our faculty have been at the college for over 15 years and need incentive to continue to adapt instruction to changing student needs. College resources simply are not adequate to provide the kind of support needed to address these problems on a large scale.

Under our Title III grant, we have established a Faculty Resource Center for Academic Excellence where 30-40 faculty each year have designed and implemented instructional improvements, including use of educational technologies such as computers and video to enhance student learning. Computerization of library holdings has increased student and faculty access to and usage of this important academic resource. Faculty are excited about the changes in classroom and lab instruction resulting from Title III projects and have documented increased student success and satisfaction in their classes. We have also used grant resources to train 18 faculty advisors to work with high risk students, providing early interventions to impact student retention. We have an increased capacity to assess student learning outcomes through program evaluation as a result of another project under the Title III Center for Excellence. Institutional resources are

being used more efficiently and effectively as a result of the library automation of its acquisition and circulation systems. The entire library collection has been computerized and is being used by increasing numbers of students and faculty on campus. In addition, students taking classes at off campus sites will now have access to our college library holdings as a result of Title III support. None of this would have been possible without the support of our Title III grant.

Niagara County Community College requests that the Title III - Part A legislation be changed to eliminate the "wait-out" period. Currently, [see 34 CFR 607.9(b)(3) and (4) the law provides that an institution that receives a Title III Part A development grant of four or five years must "wait out" of the competition for these funds for a like period of time (four or five years). No similar eligibility requirement is placed upon institutions receiving three-year grants under Title III part A, or for recipients of endowment grants or grants for historically black colleges and universities under parts B and C. We believe that this provision is inequitable and that it prevents the Congress from directing public dollars to those institutions that are best positioned to address the nation's problems in the 1990s.

Colleges that have successfully completed past Title III projects should not be barred from future Title III competitions if they are proposing to address new problems and find new student-centered, results-oriented solutions. Recently the Secretary of Education announced his position that colleges should only be allowed to compete for a one-year planning grant and one, five-year Part A grant. While Niagara County Community College shares in his motivation to make Title III funds widely available, we believe that the best interests of the nation are served when the funds are awarded competitively to those colleges that are of strategic importance to the nation and that have done the best job of assessing their problems, selecting appropriate solutions, identifying performance indicators, measuring results and using those evaluations to improve student performance.

The Title III program should remain, as it has been from the start, a national competition, rather than a grant to which every institution is eventually entitled. Congress should consider finding resources to increase the monies available in this highly effective program.

The legislation should be changed to eliminate the "wait out" period, thereby allowing all colleges with these grants to apply for eligibility to compete for new grants of up to $2.5 million when their current grants expire. This amendment would be in the best interests of the nation's students, and it would not limit unreasonably the application of new resources to solve emerging problems.

Further, the legislation should be changed because:

1. The length of a previous grant is not an appropriate basis on which to decide which, if any, of the grantees with expiring grants should be allowed to compete for new funding. The basis for funding decisions should be on the merit of proposals based on the criteria for the competition.

2. Given that the nation is being challenged in an unprecedented manner by foreign competition, it is not in the national interest to bar our higher education institutions from competing for Title III funds simply because these institutions have been addressing problems for a given period of time in the immediate past.

3. Conditions faced by institutions can be expected to change rapidly in the 1990s. Events could threaten an institution that could not have been anticipated when an earlier four- or five-year grant was written. It would be unfair to prevent these institutions from competing for new grants.

4. The prohibition to reapply for funding is especially harmful to community college efforts to serve minority and at-risk populations. Community colleges are working on solutions to the retention of minorities and at-risk students, and play a special role in enabling these students to succeed in pursuing higher education. The development of solutions to these pressing problems can require long-term effort. Institutions working to develop these solutions should not be barred from competing for new Title III grants.

5. It is not equitable to require recipients of four- and five-year grants to refrain from competing, when recipients of three-year grants may re-compete.

The current "wait out" period for recipients of four- and five-year grants should be eliminated. While colleges should not be allowed to apply a second time for the same projects, it is in the nation's interest to allow colleges to respond to new, emerging problems.

Niagara County Community College continues to be concerned about the inadequate academic skill level of an increasing number of students who come to our institution. Innovation in the design and delivery of remedial instruction is essential to enabling these students to complete college level programs. Support services such as tutoring, computer learning labs, career planning assistance, and improved academic advising would also increase their chances of success. While we have had some success at outreach and support for minority students, the need to work differently with this group of students still exists.

Minority student attrition rates are higher and fewer students complete degrees. The college commitment to serving all in our county who can benefit from college education requires a level of support that is beyond our current budget, particularly in these times of state fiscal crisis. Without the type of external funding that Title III can provide, many students will be denied their last chance to succeed educationally and to become productive, contributing citizens.

Niagara County Community college is grateful to the Congress for the funding made available through Title III of the Higher Education Act, and urges the Congress to ensure that funds made available in future years can be used to assist those colleges with well defined problems and plans to address those problems that will move their institutions and communities forward with measurable results. Given the unprecedented challenges facing our country in the domestic and international arenas, federal dollars should support those colleges that show the greatest promise of contributing to our collective future.

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Testimony

on

The Reauthorization of the Higher Education Act

Dr. A. Frank Glass
President
Motlow State Community College
Tullahoma, Tennessee

Submitted to

Congressman William D. Ford
Chairman
Subcommittee on Postsecondary Education
Committee on Education and Labor

July 8, 1991

This testimony is presented by D. A. Frank Glass, president of Motlow State Community College, located in Moore County, Tennessee. Motlow State Community College is a public, comprehensive two-year, open-door college founded in 1969. The College, accredited by the Commission on Colleges of the Southern Association of Colleges and Schools, awards the Associate of Arts, Associate of Science, and Associate of Applied Science degrees, as well as academic and technical certificates of credit.

Motlow College is the recipient of a Title III - Part A grant that began in October, 1987 and will end in September, 1991. Motlow College is using Title III funds to initiate a Computer-Integrated Manufacturing (CIM) Center. The Center will provide students in our service area the opportunity to prepare themselves for jobs in the high tech corridor of middle Tennessee and northern Alabama (i.e., Arnold Engineering Development Center, UTSI, Huntsville Space Center) by providing hands-on experience in many high tech areas.

Without Title III funding, this program could not have been made available to the area's students. Many of our students are being integrated into the area work force and, as a consequence, certainly enhance our image within the communities of our service area.

Motlow College requests that the Title III - Part A legislation be changed to eliminate the "wait-out" period. Currently, {see 34 CFR 607.9 (b) (3) and (4)} the law provides that an institution that receives a Title III Part A development grant of four or five years must "wait out" of the competition for these funds for a like period of time (four or five years). No similar eligibility requirement is placed upon institutions receiving three-year grants under Title III part A, or for recipients of endowment grants or grants for historically black colleges and universities under parts B and C. We believe that this provision is inequitable and that it prevents the Congress from directing public dollars to those institutions that are best positioned to address the nation's problems in the 1990s.

Colleges that have successfully completed past Title III projects should not be barred from future Title III competitions if they are proposing to address new problems and find new student-centered, results-oriented solutions. Recently the Secretary of Education announced his position that colleges should only be allowed to compete for a one-year planning grant and one, five-year Part A grant. While Motlow College shares in his motivation to make Title III funds widely available, we believe that the best interests of the nation are served when the funds are awarded competitively to those colleges that are of strategic importance to the nation and that have done the best job of assessing their problems, selecting appropriate solutions, identifying performance indicators, measuring results and using those evaluations to improve student performance.

The Title III program should remain, as it has been from the start, a national competition, rather than a grant to which every institution is eventually entitled. Congress should consider finding resources to increase the monies available in this highly effective program.

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5. It is not equitable to require recipients of four- and five-year grants to refrain from competing, when recipients of three-year grants may re-compete.

The current "wait out" period for recipients of four- and five-year grants should be eliminated. While colleges should not be allowed to apply a second time for the same projects, it is in the nation's interest to allow colleges to respond to new, emerging problems. In Motlow's case, new Title III funding could possibly allow for the incorporation of a cooperative-type program with area business and industry. This program would allow for expansion of experiences for students in the high tech areas while providing human resources to area business and industry.

Motlow State Community College is grateful to the Congress for the funding made available through Title III of the Higher Education Act, and urges the Congress to ensure that funds made available in future years can be used to assist those colleges with well defined problems and plans to address those problems that will move their institutions and communities forward with measurable results. Given the unprecedented challenges facing our country in the domestic and international arenas, federal dollars should support those colleges that show the greatest promise of contributing to our collective future.

Testimony

on

The Reauthorization of the Higher Education Act

Alex Sanchez, Ed.D.
President
Rio Hondo Community College
Whittier, California

before the

Subcommittee on Postsecondary Education
Committee on Education and Labor
United States House of Representatives

July 10, 1991

As the President of a College receiving a Title III grant, I'd like to tell you about the value of that funding, the predicaments we're facing in a radically changing environment, and ask you to consider how Title III can make a strategic difference in helping the country better manage the transition it is undergoing.

Rio Hondo Community College serves a diverse student body in one of the most demographically, socially, and economically shifting areas of the country. The area is a natural laboratory for the changes which will hit the state and other areas of the country 15 to 20 years from now. Title III has been instrumental in renewing my college's sense of mission in the face of these shifts: to redirect our energies, programs, and services to better serve new types of students in a more focused and student-centered way and to prepare them for the new realities of their communities and workplaces. We are well on the way to successfully completing a number of our program objectives. To give just a few examples:

Our new student advisement program for entering high risk students has demonstrable success. Funded by Title III, this program has produced an increase in first semester acclimation, grade point average, and a corresponding decrease in drop outs. Both students and faculty have been delighted with the program. Whereas before, marginal students tended to simply slip away, they now become more aware of and involved in successful strategies for dealing with their real-life circumstances and get off to a successful start.

Learning has documentably increased in classrooms where faculty are trying innovative approaches like basic skills across the curriculum combined with assessment of learning. This set of activities has changed courses, gotten students more involved in their learning, promoted retention, encouraged dialogue among faculty about how students learn and about how they can more actively foster students' ability and confidence in their learning. These efforts have been shared with other colleges and are recognized statewide and even nationally.

There has also been an increase in the administration's capacity to respond to the dynamics within which the college works and it's ability to more effectively and efficiently address these issues. Development of an MIS and public relations function has strengthened the infrastructure of the college and its linkage to the community it serves.

These efforts have enabled us to address today's problems and to plan for future changes which will confront our students and challenge our college even more. Rio Hondo College is already a very different school since we submitted our grant application five years ago.

We are at an all time high in enrollment (38% increase) since 1986 and the composition of our District and student body has changed drastically. The student population is about 75% minority including Mexican and Central Americans, African Americans, Native Americans, Chinese, Japanese, Filipino, Southeast Asians, Armenians. There has been a surge of recent immigrants which has increased the number of ESL students. We know more of these immigrants will attend because of our national Amnesty Program and our college's outreach efforts. Some come without even a high school diploma but are so motivated to succeed they have transferred to four year institutions. Others come with professional experience from their native countries but need transition assistance in ESL and professional licensure here.

Many students tell us that our college is their only chance to make it out of permanent underclass conditions. They are the first in their families to use higher education as a resource to do so. There are many students who come in search of a second chance, having been unsuccessful in high school. Others return after dead-ending in their jobs, unemployment or after a divorce forces them to support their families by themselves. Students differ greatly in their financial and intellectual resources, their language skills and academic preparedness, and learning patterns. For all these students, and especially the underrepresented in higher education, the college serves as the bridge into the economic mainstream.

During this time of radical change in our student population the economic status of the community has become more depressed as well. One of our communities was dubbed among the top poorest cities in the country. Preliminary census data indicate an increase of the lower socio-economic groups as they replace those moving to the boom areas farther east to neighboring counties. We are beginning to see not only unemployment due to cutbacks in a major defense industry employer in our area but also the spin-off impacts for many small business suppliers. The recession has affected a slump in the manufacturing sector which is already facing outmoded technologies, basic literacy inadequacies in the workforce, and the need for revised management practices with the diverse workforce in a time of stiff international competition. Local governments and businesses are being pressured to solve air and water quality and solid waste management problems with little know-how and resources. Local governments and businesses are increasingly asking the college to bring its training resources to bear on the recovery and transition needs in these areas.

It is instructive to note that many of these changes reflect the local impact of national policy decisions:

Defense reductions in such areas as the B2 bomber have a trickle down effect throughout the area on small business subcontractors and support industries.

Immigration policy permitted the influx of people into the area but did not provide for alleviation of the long-term repercussions of groups with primarily low skill levels, unable to speak English, poor resources and inadequate education.

Environmental mitigation and cleanup efforts mandated by federal legislation, while welcome, stem from years of ground and water contamination and poor air quality from Defense Department stores and the petroleum industry as well as federal legislation.

Despite the significant gains that have been made in strengthening the college resources with Title III assistance (virtually the only seed money from any source for institutional change, yet only about 1% of the college budget), the nature of constant and dramatic changes makes our populations and communities especially vulnerable to a quick fix mentality rather than the type of sustained change that can be accomplished by systematic, long-term structural adjustments for which precedents have yet to be set. Title III grants cannot be viewed as one time permanent fixes to educational and community environments which are dynamic, and perpetually challenged to face new evolving nationally related problems facing its students.

Rio Hondo's commitment has enabled us to mobilize to serve the new needs of our students and communities. Though we have been successful in reaching many of them, we cannot keep pace with extreme changes as well as constricting resources and expanding need. Having operated at 20% beyond our allocations and facing additional budget cuts, we are now forced to make cutbacks in classes and services; this at the very time we are trying to marshall resources to absorb the successful programs initiated in Title III. **It is the magnitude of the new changes to be addressed that makes educational planning in this context a whole new undertaking.** We are no longer expected to paint a room with a bucket of paint but the whole house.

The economic vitality of the country depends on the successful preparation of new populations and the transition from defense-based economies and environmentally harmful technologies. This is an ideal role for community colleges. Community colleges serve as a kind of "adult head start" program in transition belts. It is recognized that new populations take three generations to "mainstream" socially and economically. Higher education is the vehicle and the primary point of entry is the community college. It is also the critical transition rung of career laddering opportunities, skills development for new job areas such as hazardous waste management and retraining. In this way, human resource development at our community colleges plays a national interest role in the way basic research programs and scholarship at universities do.

We ask you to consider the impact higher education funding for "institutional strengthening" could have if it were directed toward a set of national priorities--specific policy objectives. Strategic use of these precious resources are more likely to have a strengthening effect not just on individual higher ed institutions but on the role they play

in the national interest. Result-oriented, designed for the scale of the undertaking, and based on the capacity of the colleges to address key national concerns in partnership with their communities, such funding would be an investment not only in the strengthening of individual higher education institutions but of the national interest as well.

In such a context, a redefined basic purpose and allowable activities become the focus. A wait-out period or denial of more than one grant artificially truncates the momentum toward success that has been set in motion. It induces a premature squelching of development in areas of greatest need and greatest change. Of course, the institution's utilization of previous awards and capacity to undertake significant additional improvements should be incorporated into the criteria in awarding new grants.

Rio Hondo College is grateful to Congress for the funding made available to it through Title III of the Higher Education Act, and urges Congress to ensure that these funds remain available to those institutions best positioned to contribute to national educational issues regardless of current recipient status. Colleges with well-defined plans to address well-defined national needs in the local areas with evidence of competency to do so, will enable federal dollars to be stretched wisely for the benefit of the entire country.

AAS:LU:mtm

Testimony

on

The Reauthorization of the Higher Education Act

John S. Keyser, Ph.D.
President
Clackamas Community College
19600 So. Molalla Avenue
Oregon City OR 97045

Submitted to

Senator Claiborne Pell, Chairman
Subcommittee on Education, Arts and Humanities
Committee on Labor and Human Resources
United States Senate
648 Dirksen Building
Washington DC 20510

Congressman William D. Ford, Chairman
Subcommittee on Postsecondary Education
Committee on Education and Labor
United States House of Representatives
239 Cannon House Office Building
Washington DC 20515

July 22, 1991

Please accept my testimony as President of Clackamas Community College. We are one of the three colleges serving the metropolitan area of Portland, Oregon and currently meet the educational needs of nearly 30,000 people annually.

Clackamas Community College received a Title III Part A grant that began four years ago and will end next year. We are using these funds to address workplace literacy, student retention, and computerizing our college-wide information system. Title III has enabled us to make a fast start on all of these tough problem areas. We would have made very little progress had it not been for the injection of Title III dollars. This has enabled us to make significant strides toward improving our student retention rate, developing a very strong program with business and industry to meet basic skills needs of people on their work forces, and to retrieve information which has been invaluable to college decision-making.

Clackamas Community College requests that Title III Part A legislation be changed to eliminate the "wait out" period. Currently [see 34 CFR 607.9(b)(3) and (4)] the law provides that an institution that receives a Title III Part A development grant of four of five years must "wait out" of the competition for these funds for a like period of time (four or five years). No similar eligibility requirement is placed upon institutions receiving three-year grants under Title III Part A, or for recipients of endowment grants or grants for historically black colleges and universities under Parts B and C. We believe that this provision is inequitable and that it prevents the Congress from directing public dollars to those institutions that are best positioned to address the nation's problems in the 1990s.

Colleges that have successfully completed past Title III projects should not be barred from future Title III competitions if they are proposing to address new problems and find new student-centered, results-oriented solutions. Recently the Secretary of Education announced his position that colleges should only be allowed to compete for a one-year planning grant and one, five-year Part A grant. While Clackamas Community College shares in this motivation to make Title III funds widely available, we believe that the best interests of the nation are served when the funds are awarded competitively to those colleges that are of strategic importance to the nation and that have done the best job of assessing their problems, selecting appropriate solutions, identifying performance indicators, measuring results and using those evaluations to improve student performance.

The Title III program should remain, as it has been from the start, a national competition, rather than a grant to which every institution is eventually entitled. Congress should consider finding resources to increase the monies available in this highly effective program.

The legislation should be changed to eliminate the "wait out" period, thereby allowing all colleges with these grants to apply for eligibility to compete for new grants of up to $2.5

million when their current grants expire. This amendment would be in the best interests of the nation's students, and it would not limit unreasonably the application of new resources to solve emerging problems.

Further, the legislation should be changed because:

1. The length of a previous grant is not an appropriate basis on which to decide which, if any, of the grantees with expiring grants should be allowed to compete for new funding. The basis for funding decisions should be on the merit of proposals based on the criteria for the competition.

2. Given that the nation is being challenged in an unprecedented manner by foreign competition, it is not in the national interest to bar our higher education institutions from competing for Title III funds simply because these institutions have been addressing problems for a given period of time in the immediate past.

3. Conditions faced by institutions can be expected to change rapidly in the 1990s. Events could threaten an institution that could not have been anticipated when an earlier four- or five-year grant was written. It would be unfair to prevent these institutions from competing for new grants.

4. The prohibition to reapply for funding is especially harmful to community college efforts to serve minority and at-risk populations. Community colleges are working on solutions to the retention of minorities and at-risk students, and play a special role in enabling these students to succeed in pursuing higher education. The development of solutions to these pressing problems can require long-term effort. Institutions working to develop these solutions should not be barred from competing for new Title III grants.

5. It is not equitable to require recipients of four- and five-year grants to refrain from competing, when recipients of three-year grants may re-compete.

The current "wait out" period for recipients of four- or five-year grants should be eliminated. While colleges should not be allowed to apply a second time for the same projects, it is in the nation's interest to allow colleges to respond to new, emerging problems. For example, the state of Oregon is currently faced with a major crisis on two fronts. First, the major displacement of timber-related workers and second, a major reduction in the property tax structure which supports Clackamas Community College. This new reality has dramatically changed the magnitude of our fiscal problems and the need of local citizens for educational support. If we aren't successful in finding alternative sources of revenue, many people will be turned away at the door.

Clackamas Community College is grateful to the Congress for the funding made available through Title III of the higher

Education Act, and urges the Congress to ensure that funds made available in future years can be used to assist those colleges with well defined problems and plans to address those problems that will move their institutions and communities forward with measurable results. Given the unprecedented challenges facing our country in the domestic and international arenas, federal dollars should support those colleges that show the greatest promise of contributing to our collective future.

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Testimony

on

The Reauthorization of the Higher Education Act

Judy M. Merritt
President
Jefferson State Community College
Birmingham, Alabama

Submitted to

Subcommittee on Education, Arts and Humanities
Committee on Labor and Human Resources
United States Senate

Subcommittee on Postsecondary Education
Committee on Education and Labor
United States House of Representatives

July 19, 1991

This testimony is presented by Judy M. Merritt, president of Jefferson State Community College in Birmingham, Alabama.

Jefferson State Community College is the recipient of a Title III - Part A Grant that began in October, 1987 and will end in September, 1992. The College is using these funds to develop several programs in response to the needs of our students. Approximately 67 percent of the students attending Jefferson State are marginally prepared for college and consequently need much support, especially at first, if they are to succeed. Without Title III, the College would have been unable to develop either the Learning Success Center or a computer supported advising system. Both of these have had great success in helping students achieve their educational goals - the first, in providing the assistance and encouragement needed to keep these students in school and the second, in helping students develop and follow an appropriate educational plan.

A second constituency reached by the College as a result of Title III funds is business and industry. With these funds the College has added a program which helps local businesses identify and meet training needs. The program has been very successful in providing much needed individualized, affordable training for a diverse group of local businesses.

Jefferson State Community College requests that the Title III - Part A legislation be changed to eliminate the "wait-out" period. Currently, [see 34 CFR 607.9(b)(3) and (4)] the law provides that an institution that receives a Title III Part A development grant of four or five years must "wait out" of the competition for these funds for a like period of time (four or five years). No similar eligibility requirement is placed upon institutions receiving three-year grants under Title III part A, or for recipients of endowment grants or grants for historically black colleges and universities under parts B and C. We believe that this provision is inequitable and that it prevents the Congress from directing public dollars to those institutions that are best positioned to address the nation's problems in the 1990s. Colleges that have successfully completed past Title III projects should not be barred from future Title III competitions if they are proposing to address new problems and find new student-centered, results-oriented solutions.

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Jefferson State Community College is grateful to the Congress for the funding made available through Title III of the Higher Education Act, and urges the Congress to ensure that funds made available in future years can be used to assist those colleges with well-defined problems and plans to address those problems that will move their institutions and communities forward with measurable results. Given the unprecedented challenges facing our country in the domestic and international arenas, federal dollars should support those colleges that show the greatest promise of contributing to our collective future.

Testimony

on

The Reauthorization of the Higher Education Act

Sharon L. Tebben
Title III Director
Presentation College
Aberdeen, South Dakota

Subcommittee on Postsecondary Education
Committee on Education and Labor
United States House of Representatives

July 23, 1991

This testimony is presented by Sharon L. Tebben, Title III Director of Presentation College, a private baccalaureate-degree granting institution sponsored by the Sisters of the Presentation of the Blessed Virgin Mary in Aberdeen, South Dakota. Our institution is noted for providing educational opportunities to disadvantaged students from the rural areas of our region. Our proportion of Native American students exceeds all but the tribal colleges. We operate a satellite nursing program on the Eagle Butte reservation. More than 90% of our students qualify for federal financial aid in any given year. A similar proportion of our students graduate from schools in classes of fewer than fifty students.

Presentation College is the recipient of a Title III - Part A grant that began in October 1987 and will end in 1992. Presentation College is using Title III funds to improve retention of our disadvantaged students through special services to students and training of our faculty in improved instructional methodology. To date, we have halved student attrition on our campus over the past four-year period. Our retention of Native American students is the best in South Dakota. We were the first college in the state to implement a peer helper program to assist nontraditional students in a successful transition to college. When the state allocated funds for retraining of workers who became unemployed due to the closing of our Imprimis plant, we recruited fifty-one of these older students. Forty-seven or 92% completed programs at Presentation College and are currently working in their areas of training.

We are also implementing through Title III funds a baccalaureate degree in nursing. Our first BSN class will graduate this May, 1992. Our institution now provides more registered nurses than all the other nursing programs in the state through our associate degree program. The new combination four-year curriculum provides multiple entry and exit points to enhance the upward mobility in training of health care providers. Graduates on the Eagle Butte campus enhance health care on the reservation. A May, 1991, graduate, Deb Brugier has been in Washington, D.C. this summer having been selected as a participant in a minority leadership program. Our successes in student retention and program implementation would not have been possible without the assistance of the Title III program. We are deeply appreciative of the opportunity to improve our educational system thereby enhancing our students' chances of success.

Presentation College requests that the Title III - Part A legislation be changed to eliminate the "wait-out" period. Currently, [see 34 CFR 607.9(b)(3) and (4)] the law provides that an institution that receives a Title III Part A development grant of four or five years must "wait out" of the competition for these funds for a like period of time (four or five years). No similar eligibility requirement is placed upon institutions receiving three-year grants under Title III part A, or for recipients of endowment grants or grants for historically black colleges and

universities under parts B and C. We believe that this provision is inequitable and that it prevents the Congress from directing public dollars to those institutions that are best positioned to address the nation's problems in the 1990s.

Presentation College believes that the best interests of the nation are served when the funds are awarded competitively to those colleges that have done the best job of assessing their problems, selecting appropriate solutions, identifying performance indicators, measuring results and using those evaluations to improve student performance.

The Title III program should remain a national competition among all institutions of higher education. The "wait out" period should be eliminated allowing all colleges with these grants the eligibility to compete for new grants of up to $2.5 million when current grants expire. This legislation should be changed because:

1. The length of a previous grant is not an appropriate basis on which to decide who should be allowed to compete for new funding. The basis for funding decisions should be on the merit of proposals based on the criteria for the competition.

2. Given that the nation is being challenged in a unprecedented manner by foreign competition, it is not in the national interest to bar our higher education institutions from competing for Title III funds simply because these institutions have been addressing problems for a given period of time in the immediate past.

3. Conditions faced by institutions can be expected to change rapidly in the 1990s. Events could threaten an institution that could not have been anticipated when an earlier four- or five-year grant was written. It would be unfair to prevent these institutions from competing for new grants.

4. The prohibition to reapply for funding is especially harmful to colleges like ours who serve minority and at-risk populations. We who work on solutions to the retention of minorities and at-risk students play a special role in enabling these students to succeed in pursuing higher education. The development of solutions to these pressing problems can require long-term effort. Institutions working to develop these solutions should not be barred from competing for new Title III grants.

5. It is not equitable to require recipients of four- and five-year grants to refrain from competing when recipients of three-year grants may re-compete.

The current "wait out" period for recipients of four- and five-year grants should be eliminated. While colleges should not be allowed to apply a second time for the same projects, it is in the nation's interest to allow colleges to respond to new, emerging

problems.

Presentation College, in moving from a two-year college to a four-year institution, faces the need for expanded opportunities in the area of student life activities more suitable to a baccalaureate institution. The student tracking and testing system developed under our current grant has provided the basis for an evaluation of our general education curriculum. We need to conduct that evaluation and plan for the necessary revisions appropriate to a four-year college in the 1990s.

Presentation College is grateful to the Congress for the funding made available through Title III of the Higher Education Act, and urges the Congress to ensure that funds made available in future years can be used to assist those colleges with well defined problems and plans to address those problems that will move their institutions and communities forward with measurable results. Given the unprecedented challenges facing our country in the domestic and international arenas, federal dollars should support those colleges that show the greatest promise of contributing to our collective future.

Testimony

on

The Reauthorization of the Higher Education Act

Submitted by:

Dr. J. Richard Gilliland
President
Metropolitan Community College
Omaha, Nebraska

Submitted to:

Subcommittee on Postsecondary Education
Committee on Education and Labor
United States House of Representatives

JULY 26, 1991

This testimony is presented by Dr. J. Richard Gilliland, president of Metropolitan Community College (MCC), which is an accredited public institution that grants associate level degrees. We serve a four-county area in Eastern Nebraska with a population of over 615,000. While the majority of our students come from the metropolitan area of Omaha, particularly our minority students, we also serve a very rural, agrarian population.

The Metropolitan Community College student body in 1990-91 was characterized by its diversity and non-traditional characteristics. Though the average age for credit students was 29.5 years (and 36.5 years for non-credit) the oldest credit student was 85 (89 for oldest non-credit). Almost 60% of the student population was female. About 16% of all students were minority with African-Americans constituting the largest non-white segment. About 27.5% of the students are economically disadvantaged; another 15% are academically disadvantaged. Four-and-a-half percent of the student body is handicapped. Marital status of students is another area of diversity with students who are single, married, divorced and widowed attending MCC. Geographic representation of MCC's students cuts across all socio-economic strata of the four-county service area. Students are pursuing a variety of educational goals at MCC (i.e., attainment of associate degree, improvement of technical skills for the workplace, personal enrichment, etc.) About 80% of the credit students are attending on a part-time basis. Over 3/4 of the students are employed at least part-time, even many students who are receiving financial aid.

Metropolitan Community College is the recipient of a Title III - Part A grant that began in October 1987 and will end in September 1992. Metropolitan Community College is using Title III funds to address strengthening student services, institutional management and advancement, and faculty development; improvement of academic programs and acquisition of equipment for distance learning; and acquisition of equipment for use in strengthening academic programs in technology and graphics communications. Focus was on the impact these activities would have on a non-traditional student body and minority and at-risk retention.

Successes to date with our current Title III grant include the development of a telephone student intervention program; adjustments to the advising process, including computer assistance to advisors and counselors; development of an orientation program; increased financial aid accountability and access for needy students; the strengthening of MCC's internship program which increased participation by 136% over one academic year; and the conceptualization and development of a computerized tracking system which follows students from first contact with the College to the point of leaving the institution and provides proactive intervention with the at-risk students. The College has supplemented and improved its database and management and student information system; strengthened its institutional management and development skills; and supplemented its funding base through external resource development. Outreach efforts to under-represented populations have expanded based on research supported by Title III funding. Enrollment increased from 1989 to 1990 by 13.5% for Hispanics; 17.5% for African-Americans; 50% for Native Americans; 34.3% for Asians; and 19.58% for the students over age 40.

In the area of distance learning we have been able to electronically link two of our three campuses with live interactive two-way video and audio instruction. We have served 695 students who would otherwise not have been able to take needed classes due to accessibility problems which exist because of our large service area and inadequate public transportation system. We will link up our third campus as well as two satellite instructional centers, including a rural site and a correctional center, before our grant ends September 30, 1992.

An individualized faculty development system, developed under our Title III grant, has been integrated into the College as has a faculty mentoring system. A series of video-tapes on classroom instruction and methodology used in two-year postsecondary institutions has been developed and is widely circulated.

Over the five-year period of the grant (1987-92) 44 credit courses will provide instruction in the use of computer graphics. Our computer graphics equipment is the most technologically advanced found in this part of the Midwest and, as a result of training our students have received, they are being actively recruited by area employers.

Metropolitan Community College requests that the Title III - Part A legislation be changed to eliminate the "wait-out" period. Currently, [see 34CFR 607.9(b)(3) and (4)] the law provides that an institution that receives a Title III Part A development grant of four or five years must "wait out" of the competition for these funds for a like period of time (four or five years). No similar eligibility requirement is placed upon institutions receiving three-year grants under Title III Part A, or for recipients of endowment grants or grants for historically black colleges and universities under parts B and C. We believe that this provision is inequitable and that it prevents the Congress from directing public dollars to those institutions that are best positioned to address the nation's problems in the 1990s.

Colleges that have successfully completed past Title III projects should not be barred from future Title III competitions if they are proposing to address new problems and find new student-centered, results-oriented solutions. Recently the Secretary of Education announced his position that colleges should only be allowed to compete for a one-year planning grant and one, five-year Part A grant. While Metropolitan Community College shares in his motivation to make Title III funds widely available, we believe that the best interests of the nation are served when the funds are awarded competitively to those colleges that are of strategic importance to the nation and that have done the best job of assessing their problems, selecting appropriate solutions, identifying performance indicators, measuring results and using those evaluations to improve student performance.

The Title III program should remain, as it has been from the start, a national competition, rather than a grant to which every institution is eventually entitled. Congress should consider finding resources to increase the monies available in this highly effective program.

The legislation should be changed to eliminate the "wait out" period, thereby allowing all colleges with these grants to apply for eligibility to compete for new grants of up to $2.5 million when their current grants expire. This amendment would be in the best interests of the nation's students, and it would not limit unreasonably the application of new resources to solve emerging problems.

Further, the legislation should be changed because:

1. The length of a previous grant is not an appropriate basis on which to decide which, if any, of the grantees with expiring grants should be allowed to compete for new funding. The basis for funding decisions should be on the merit of proposals based on the criteria for the competition.

2. Given that the nation is being challenged in an unprecedented manner by foreign competition, it is not in the national interest to bar our higher education institutions from competing for Title III funds simply because these institutions have been addressing problems for a given period of time in the immediate past.

3. Conditions faced by institutions can be expected to change rapidly in the 1990s. Events could threaten an institution that could not have been anticipated when an earlier four- or five-year grant was written. It would be unfair to prevent these institutions from competing for new grants.

4. The prohibition to reapply for funding is especially harmful to community college efforts to serve minority and at-risk populations. Community colleges are working on solutions to the retention of minorities and at-risk students, and play a special role in enabling these students to succeed in pursuing higher education. The development of solutions to these pressing problems can require long-term effort. Institutions working to develop these solutions should not be barred from competing for new Title III grants.

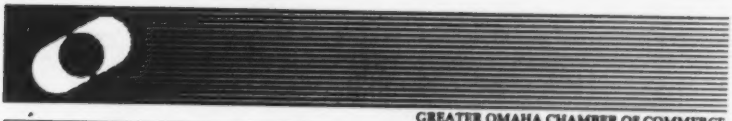
5. It is not equitable to require recipients of four- and five-year grants to refrain from competing, when recipients of three-year grants may re-compete.

The current "wait out" period for recipients of four- and five-year grants should be eliminated. While colleges should not be allowed to apply a second time for the same projects, it is in the nation's interest to allow colleges to respond to new, emerging problems.

Major problems Metropolitan Community College would address through Title III funding would be to extend outreach to rural areas and homebound learners through expanding distance learning and utilizing new forms of telecommunications technology; strengthening curriculum and upgrading faculty skills to keep pace with advancing technologies, improving linkages/articulation with four year institutions, and strengthening retention of our highly diverse student body.

Metropolitan Community College is grateful to the Congress for the funding made available through Title III of the Higher Education Act, and urges the Congress to ensure that funds made available in future years can be used to assist those colleges with well-defined problems and plans to address those problems that will move their institutions and communities forward with measurable results. Given the unprecedented challenges facing our country in the domestic and international arenas, federal dollars should support those colleges that show the greatest promise of contributing to our collective future.

Thank you.



GREATER OMAHA CHAMBER OF COMMERCE

July 24, 1991

The Honorable William D. Ford, Chairman
Subcommittee on Postsecondary Education
Committee on Education and Labor
United States House of Representatives
239 Cannon House Office Building
Washington, D.C. 20515

Dear Congressman Ford:

With this letter, the Greater Omaha Chamber of Commerce lends its support to the testimony submitted by Dr. J. Richard Gilliland, President of Metropolitan Community College, concerning the deletion of the "wait out" period proposed in the Title III, Part A section of the Higher Education Act reauthorization. We feel that the "wait out" period negatively impacts colleges such as Metropolitan.

Metropolitan has received two Title III grants in the past, the current one for $2.5 million dollars over a five-year period. Under this proposed legislation [Higher Education Act, Title III, Part A, 34 CFR 607.9 (b) (3) and (4)], any college having four- or five-year grants must "wait out" of the competition for renewal of these funds for a like period of time (four or five years). These provisions do not affect recipients of three-year grants, which we find discriminatory.

We are requesting that this "wait out" period be eliminated from this section of the Act, which would allow Metropolitan to compete openly and nationally, and to address new challenges for the Omaha area such as quality education, international competition, access to higher education for "at risk" and "forgotten-half" students, economic development, and preparation for the diverse workforce of the future. Practically speaking, a "wait out" period for Metropolitan's Title III program would mean a loss of program momentum and an impairment of the development of the College and, by extension, the community it serves.

Thank you for your consideration of our concerns about this matter.

Most sincerely,

C. R. "Bob" Bell
President

1301 Harney Street Omaha, Nebraska 68102-1804 (402) 346-5000 FAX (402) 346-7050

UNION PACIFIC RAILROAD COMPANY

JOSEPH R. BATEMAN, JR.
ASSISTANT VICE PRESIDENT
GOVERNMENT AFFAIRS

1416 DODGE STREET
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(402) 271-3878

July 22, 1991

The Honorable William D. Ford
Chairman
Subcommittee on Postsecondary Education
Committee on Education and Labor
United States House of Representatives
239 Cannon House Office Building
Washington, DC 20515

Dear Congressman Ford:

This letter is to support the testimony submitted by Dr. J. Richard Gilliland, President of Metropolitan Community College, concerning the elimination of the "wait out" period proposed in the Title III, Part A section of the Higher Education Act reauthorization [34 CFR 607.9(b)(3) and (4)]. This "wait out" concept is discriminatory against colleges such as Metropolitan that have made great progress on Title III issues for five years and would have to wait another five years to address the new challenges facing community colleges and the nation in the next decade. The "wait out" period could also inhibit the development of new approaches to strengthen the academic preparation of educationally disadvantaged students in the Omaha area.

We at Union Pacific appreciate and take advantage of the services of Metropolitan Community College. Some of these services have included workplace literacy skills training emphasizing basic skills development for our employees. The College provides education to the "at risk" students needing such skills development as well as job-specific training. Such training will be even more important given the projected diversity of the workforce of the future.

We urge you to consider deleting the "wait out" period for four and five-year colleges. We need to continue the positive Title III strengthening that Metropolitan has experienced in the past and allow for development in other innovative directions. In order to do this, Metropolitan must be able to compete nationally for new funding without a "waiting out" period.

Thank you for this opportunity to express our viewpoint.

Sincerely,

Men Against Destruction-Defending Against Drugs and Social-disorder

2221 No. 24th Street Omaha, Nebraska 68110 (402) 451-3500

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Lafayette Nelson

July 23, 1991

The Honorable William D. Ford
Chairman
Subcommittee on Postsecondary Education
Committee on Education and Labor
United States House of Representatives
239 Cannon House Office Building
Washington, D.C. 20515

Dear Congressman Ford:

With this letter I am asking that the House reconsider the proposed legislation in Title III, Part A of the Higher Education Act Reauthorization. This section proposes a "wait-out" period for colleges who have received five-year Title III grants so that they cannot compete for additional funds until five years from the end of the grant. This, of course, poses a negative threat to the fine progress made in areas of development and takes away the opportunity to pursue new challenges for the future.

Metropolitan Community College is one of these five-year Title III colleges and a great support to the Omaha community. In its grant Metropolitan focused on the special concerns of "at risk" students, a group that M.A.D. D.A.D.S. is very concerned about. Omaha needs to continue the focus on this group of educationally disadvantaged youth. Metropolitan's Title III grant was the perfect vehicle and the need for Metropolitan to address this group in other developmental areas is great.

M.A.D. D.A.D.S. is a national organization founded in Omaha by concerned men who were fed up with the gang violence and unimpaired flow of drugs in the community. The organization has grown from 18 to 750 men, forty-five per cent of whom are minorities. The accomplishments of M.A.D. D.A.D.S. has been recognized locally, on the state level and nationally as the recipient of President Bush's Thousand Points of Light Award in April 1990.

1,000 POINTS OF LIGHT AWARD 1990

From this background you can see why M.A.D. D.A.D.S. supports the testimony of Metropolitan's President for the elimination of the "wait-out" period described in the Higher Education Act, Title III, Part A, 34 CFR 607.9 (b) (3) and (4). Metropolitan and M.A.D. D.A.D.S. are partners in supporting funding such as Title III which can help students succeed through education who might otherwise turn to the streets.

Sincerely,

Eddie Staton
Director

Testimony

on

The Reauthorization of the Higher Education Act

Gerald R. Meyerhoeffer
President
College of Southern Idaho
Twin Falls, Idaho

Submitted to

Subcommittee on Postsecondary Education
Committee on Education and Labor
United States House of Representatives

July 15, 1991

This testimony is presented by Gerald R. Meyerhoeffer, president of the College of Southern Idaho, a public, comprehensive, associate degree-granting institution established in 1965. The College of Southern Idaho serves a vast eight-county district of 11,000 square miles in South-Central Idaho, with an enrollment of over 2,500 academic and vocational students per semester with an equal group involved in continuing education and non-credit courses.

The College of Southern Idaho is the recipient of a Title III - Part A grant that began in October 1988 and will end in 1993. The College of Southern Idaho is using Title III funds to address the challenges of "doing more with less", serving a new population of students, improving student retention rates, and serving a rurally isolated district.

Enrollment at the College of Southern Idaho is increasing dramatically while funding has remained relatively flat; therefore the College must utilize its most valuable resources, human resources, to gain each individual's participation in helping the institution to realize its goals. With Title III funding the College is developing a personnel system that allows individuals to participate in determining their own futures and have the resources to develop themselves. The College is also developing, with the aid of Title III funds, a program to assess student outcomes in order to better evaluate programs and assure quality as well as cost effectiveness.

A large portion of the student population of the College of Southern Idaho consists of adult re-entry students who have their own unique needs. The literature has shown that accessibility to student services and facilities, and support from faculty and staff result in greater retention of these students. Two Title III-funded activities have helped the College provide the needed accessibility and support to these students. A Re-Entry Office has been established on campus, providing orientation and informational services, support group and recreational activities, and a very successful peer mentoring program in which re-entry students assist each other in achieving their educational goals. A program to identify students at a high risk of dropping out of school and provide these students with intensive advising services and faculty support was also funded by Title III. Retention of these "high-risk" students has greatly increased due to this program.

Serving a vast college district that is rurally isolated and encompasses eight counties has always been a challenge for the College of Southern Idaho. An earlier Title III grant helped the College meet this challenge by providing funds to establish three off-campus centers to serve outlying areas of the district. A two-way interactive telecommunications system is now being developed with our present Title III funds to expand our capabilities to provide quality academic programs to rurally isolated students. In the first semester of operation of the system between the main campus and the first of the three off-campus centers to come on line, over thirty credit hours of instruction were offered, and 130 students enrolled. The College's telecommunication system is linked to the state

backbone system, allowing the College to increase course offerings at a time when resources are diminishing.

Because of the major impact Title III funding has had on the College of Southern Idaho, I am requesting that the College of Southern Idaho requests that the Title III - Part A legislation be changed to eliminate the "wait-out" period. Currently, [see 34 CFR 607.9(b)(3) and (4)] the law provides that an institution that receives a Title III Part A development grant of four or five years must "wait out" of the competition for these funds for a like period of time (four or five years). No similar eligibility requirement is placed upon institutions receiving three-year grants under Title III Part A, or for recipients of endowment grants or grants for historically black colleges and universities under parts B and C. We believe that this provision is inequitable and that it prevents the Congress from directing public dollars to those institutions that are best positioned to address the nation's problems in the 1990s.

Colleges that have successfully completed past Title III projects should not be barred from future Title III competitions if they are proposing to address new problems and find new student-centered, results-oriented solutions. Recently the Secretary of Education announced his position that colleges should only be allowed to compete for a one-year planning grant and one, five-year Part A grant. While the College of Southern Idaho shares in his motivation to make Title III funds widely available, we believe that the best interests of the nation are served when the funds are awarded competitively to those colleges that are of strategic importance to the nation and that have done the best job of assessing their problems, selecting appropriate solutions, identifying performance indicators, measuring results and using those evaluations to improve student performance.

The Title III program should remain, as it has been from the start, a national competition, rather than a grant to which every institution is eventually entitled. Congress should consider finding resources to increase the monies available in this highly effective program.

The legislation should be changed to eliminate the "wait out" period, thereby allowing all colleges with these grants to apply for eligibility to compete for new grants of up to $2.5 million when their current grants expire. This amendment would be in the best interest of the nation's students, and it would not limit unreasonably the application of new resources to solve emerging problems.

Further, the legislation should be changed because:

1. The length of a previous grant is not an appropriate basis on which to decide which, if any, of the grantees with expiring grants should be allowed to compete for new funding. The basis for funding decisions should be on the merit of proposals based on the criteria for the competition.

2. Given that the nation is being challenged in an unprecedented manner by foreign competition, it is not in the national interest to bar our higher education institutions from competing for Title III funds simply

because these institutions have been addressing problems for a given period of time in the immediate past.

3. Conditions faced by institutions can be expected to change rapidly in the 1990s. Events could threaten an institution that could not have been anticipated when an earlier four- or five-year grant was written. It would be unfair to prevent these institutions from competing for new grants.

4. The prohibition to reapply for funding is especially harmful to community college efforts to serve minority and at-risk populations. Community colleges are working on solutions to the retention of minorities and at-risk students, and play a special role in enabling these students to succeed in pursuing higher education. The development of solutions to these pressing problems can require long-term effort. Institutions working to develop these solutions should not be barred from competing for new Title III grants.

5. It is not equitable to require recipients of four- and five-year grants to refrain from competing, when recipients of three-year grants may re-compete.

The current "wait out" period for recipients of four- and five-year grants should be eliminated. While colleges should not be allowed to apply a second time for the same projects, it is in the nation's interest to allow colleges to respond to new, emerging problems.

The College of Southern Idaho is grateful to the Congress for the funding made available through Title III of the Higher Education Act, and urges the Congress to ensure that funds made available in future years can be used to assist those colleges with well defined problems and plans to address those problems that will move their institutions and communities forward with measurable results. Given the unprecedented challenges facing our country in the domestic and international arenas, federal dollars should support those colleges that show the greatest promise of contributing to our collective future.

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Testimony

of

David Satcher, M.D., Ph.D.
President, Meharry Medical College
Nashville, TN

On Behalf of

THE ASSOCIATION OF MINORITY HEALTH PROFESSIONS SCHOOLS

Submitted to the

Subcommittee on Postsecondary Education
Committee on Education and Labor

Concerning the

Higher Education Act

for the hearing record of

July 10, 1991

47-528 0 - 91 - 5

Mr. Chairman and members of the Committee, thank you for the opportunity to receive testimony from the Association of Minority Health Professions Schools (AMHPS), concerning the Higher Education Act.

Our Association is comprised of 8 historically black health professions schools. They are the Meharry Medical College's Schools of Medicine and Dentistry, in Nashville, TN; the Charles R. Drew University of Medicine and Science in Los Angeles, CA; the Morehouse School of Medicine in Atlanta, GA; the Florida A&M University College of Pharmacy in Tallahassee, Fl; the Texas Southern University College of Pharmacy and Health Sciences in Houston, TX; the Xavier University of Louisiana College of Pharmacy in New Orleans, LA; and the Tuskegee University School of Veterinary Medicine in Tuskegee, AL. These institutions have trained 40% of the nation's black pharmacists, 40% of the nation's black dentists, 50% of the nation's black pharmacists, and 75% of the nation's black veterinarians. Mr. Chairman, we are very proud of the accomplishments of our institutions, especially given the significant challenges that we have overcome throughout our existence. Our schools are considered by many to be a national resource. Only recently has the federal commitment to supporting these institutions and the students who attend them become an important issue.

In addition a disproportionate share of doctorates in Biomedical and other sciences have been awarded by these schools. For example, since 1975 over 10% of all doctorates in the Biomedical Sciences awarded to Blacks have been awarded by Meharry's School of Graduate Studies. All of the pharmacy schools with the Association are now offering the Pharm.D. degree.

The significance of institutions that have a student body that is represented by more than 50% minorities is dramatic in that data clearly show that blacks and other minorities are more likely to practice in underserved communities, more likely to care for other minorities and more likely to accept patients who are Medicaid recipients or otherwise poorer than the general population.

Mr. Chairman, the fact that blacks and other disadvantaged minorities do not enjoy the same health status as other Americans has never been a secret but these problems have not been well documented. A breakthrough in this dearth of data was the 1985 HHS Secretary's Task Force Report on Black and Minority Health. The Secretary's Task Force Report was among the first comprehensive documentation that there indeed was and is a significant health status disparity among blacks and other minorities as compared to the general population of the U.S. Among the more sobering facts revealed by the report were:

- Life expectancy of blacks is nearly 6 years less than that of whites;

- Among blacks, infant mortality occurs at a rate of almost 20 per 1,000 live births, twice that of whites;

- Blacks suffer disproportionately higher rates of cancer, cardio-vascular disease and stroke, chemical dependency, diabetes, homocide and accidents; and

- Each year almost 60,000 excess deaths occur among blacks when compared to whites.

Unfortunately since this historic report by the Secretary in 1985, things have not improved but worsened. For example, according to a recent report from the National Center for Health Statistics, Black life expectancy has decreased from 69.7 in 1984 to 69.2 in 1988! And AIDS, which was not even mentioned in the 1985 report is now a leading cause of death and disproportionately affects blacks and other minorities - minorities who constitute 24% of the population but 45% of the AIDS victims.

The Association is deeply troubled by these data and has been working since the issuance of the report to implement policy activities that address the disparities outlined in the report.

For a long time our schools have struggled against terrific odds to survive. To have a positive impact on the health status of blacks and other minorities, these institutions must thrive. The support of your committee in terms of federal resources for programs impacting our students and our institutions has had and will continue to have a significant impact. Programs supporting these schools are critical to the existence of our institutions.

In 1986 Congress reauthorized the Higher Education Act which includes the Title III program that supports historically black colleges and universities. Under Part B, Section 326 of the Act, funding was provided for five independent HBCU Professional or Graduate programs, four of which are members of AMHPS (Morehouse, Meharry, Tuskegee, and Charles R. Drew in addition to Atlanta University). The purpose of this funding is to assist graduate HBCUs in establishing and strengthening their physical plants, development offices, endowments, academic resources and students services. AMHPS institutions have used these federal funds for all of the recommended activities under the program including purchasing scientific laboratory equipment, constructing education facilities, enhancing faculty development and programs in the basic medical sciences, expanding curriculum and academic support systems and improving research capabilities and maintaining an institutional endowment.

This Graduate program is a response to a nationally recognized problem - the severe underrepresentation of blacks and other minorities in the health professions. Blacks constitute 12% of the population but less than 3% of the nation's physicians, dentists, pharmacists and veterinarians. In addition, only 1.8% of the faculty in medical schools in the nation are black and less than 3% underrepresented minorities. Thus role models are rare. There is a national concern for the health status of blacks and other minorities which is far worse than the health status for the general population. ' AMHPS schools, with Title III funding, successfully provide quality health education and care to the nation's underserved. Congress should be very proud of this program. It has been a tremendous success.

Among the institutions receiving support is the Morehouse School of Medicine. As a direct result of support from this section and its predecessors, Morehouse has been able to make great strides. Founded in 1975 as the first predominantly black medical school to open in the 20th Century, Morehouse was the first school to receive funding under this program (in 1982). With the assistance provided to Morehouse under Section 326, Morehouse has been able to accomplish the following:

- Significant development of faculty and programs in the basic medical sciences, and early progress toward development of our faculty and programs in the clinical medical sciences.

- Expansion of the medical curriculum and academic support system.

- Enhancement of research capability. Morehouse's faculty has successfully competed for research grants from the NIH, NSF, and other sources.

- Established a preventive medical/public health residency program, and a family practice residency program.

- Early development of educational programs designed to prevent alcohol and drug abuse, cardiovascular diseases, AIDS, teenage pregnancy, cancer and other preventable conditions.

- Established continuing medical education programs for practicing physicians.

In addition, Morehouse graduates have a very high pass rate on the National Board of Medical Examiners exam and have received appointments in residency programs at a number of the nation's oldest and most prestigious university-affiliated hospitals. 75% of Morehouse graduates are doing post-graduate training in primary care fields and 70% of Morehouse graduates are practicing in medically underserved inner cities and rural areas.

Section 326 is a particularly good investment for the nation. Without Section 326 funding, these accomplishments would not have occurred. All five of the existing section 326 schools have developed strong community outreach programs to improve the applicant pool. These programs extend from the Head Start program at Drew to the Summer Enrichment program for faculty at Meharry.

The Association of Minority Health Professions Schools has worked with the National Association for Equal Opportunity in Higher Education (NAFEO), the United Negro College Fund (UNCF), and the Office of the Advancement of Public Black Colleges (OAPBC), and agrees in principle with these organizations that there is a need to include additional eligible institutions in the graduate portion of Title III, Part B, Section 326 of the Higher Education Act. In fact, the support of additional funding, after maintenance of funding for the original institutions is assured, is among the top priorities of the Association. AMHPS also believes that the Higher Education Act is the appropriate mechanism for enacting such changes.

Legislation was introduced in the last Congress to add five new qualified eligible graduate and professional schools to the program. Of these five institutions - Florida A&M University College of Pharmacy, Xavier University College of Pharmacy, the North Carolina Central University School of Law, the Southern University School of Law and the Texas Southern University College

of Pharmacy or Law - three are members of our Association. AMHPS has adopted principles of participation, that state that the addition of new institutions to the program should not jeopardize the funding that exists for currently participating schools. In this way, no institution would be forced to reduce its budget or cancel obligations already incurred.

The Title III, Part B, Section 326 funding has been very effective in improving the academic quality of minority health professions schools. It is essential that the program be expanded to other eligible AMHPS schools to further enhance the quality of education at those schools as well. For example, the Texas Southern University (TSU) College of Pharmacy currently does not receive Title III funds. One of the limiting factors in expanding the pharmacy program at TSU is the lack of resources. Title III will allow the College the opportunity to establish its own development office. This will facilitate the development of the infrastructure that will be vital to raising and maintaining permanent endowment support for the program. The resources of Title III will also provide significant assistance in encouraging other extramural organizations to support the biomedical research equipment and student support needed in a competitive health sciences program. For TSU to continue its quest for academic and research excellence, Title III funding would serve as a springboard to future financial stability. Finally, Title III funding will allow TSU to increase its enrollment. There is a documented need

for more pharmacists in the State of Texas.

Mr. Chairman, thank you for the opportunity to submit testimony. We appreciate the support your subcommittee has demonstrated to the problems focused upon by our Association. We would be pleased to respond in writing to any questions you may have.

July 2, 1991

SEATTLE CENTRAL

Seattle Central
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1701 Broadway
Seattle, WA 98122
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Chairman William D. Ford
Postsecondary Education House Subcommittee
2451 Rayburn
Washington, DC 20515

Dear Chairman Ford:

Seattle Central Community College joins with the American Association of Community and Junior Colleges and the Community College Coalition to request that restrictions imposed in Title III of the Higher Education Act be lifted. Specifically, we ask your committee and members of Congress to eliminate the provision which requires recipients of a Title III Part A development grant of four or five years to "sit out" of competition for a comparable period of time before reapplying. Not only is this restriction unfair, it is detrimental to our colleges and the students we serve.

The Title III Strengthening Program helps colleges address major problems inhibiting institutional self-sufficiency. This has truly been the case at Seattle Central Community College. With Title III funding we have received invaluable assistance in our efforts to strengthen vocational programs challenged by technology and a rapidly changing world of work, to retrain faculty to meet the needs of a student body radically changed in the last decade, to implement interventions that reduce obstacles to student learning and increase student success, and much more. These fundamental, institution-wide changes would not have been possible without Title III funding. Colleges such as Seattle Central should not be barred from competing for these funds because we have been addressing such problems for a given time period in the immediate past.

Even more importantly, Title III funding is the major source of help for colleges which serve significant numbers of minority students. Seattle Central serves more minority students than any other community college in Washington state. Forty-two percent of our students are students of color. These students face special problems regarding access, retention and success in higher education, problems whose historical roots are deep and long-standing. Developing effective solutions to intractable problems requires comparable long-term efforts. Indeed, the Congress acknowledged this need when they exempted from any "sit-out" period the Historically Black Colleges and Universities who fall within Title III, Part B. It is unfair to Seattle Central and other institutions who are working to solve such problems to bar us from competing for Title III funds to assist such students.

The country needs strong institutions of higher education to meet the challenge of preparing leaders, workers, and citizens for an increasing complex and interdependent world. Colleges need support to prepare students with the knowledge, skills, and attitudes to address the conflicts such a world faces--between countries rich and poor, technologically advanced and underdeveloped, resource-rich and resource-deprived, literate and illiterate, with and without democratic institutions and traditions, etc. Title III has traditionally been the source of such support. It is both unfair and unwise to restrict some colleges' access to Title III support.

Conditions faced by institutions change rapidly, and events arise to challenge and threaten an institution that could not have been anticipated when an earlier four- or five-year grant was written. Who could have predicted four years ago, for example, the events that have occurred in Eastern Europe within the recent past? Such events have impacted Seattle Central and other colleges as the numbers of emigrants from these countries has dramatically increased. It is unfair to prevent institutions such as ours from competing for new funds to address new problems. It is particularly devastating to Seattle Central and other colleges in our state. As you know, our colleges are expected to take a "cut" in state appropriations in our next biennium.

In sum, I urge you to eliminate the "sit-out" provision of Title III, Part A funding. Allow eligible colleges to compete for new funding on the merits of their proposals and the criteria for the competition, not on the length of a previous grant. Lift the unfair restrictions that bar some colleges (four- and five-year grantees under Part A) from competing because of previous grants while allowing others (three-year Part A grantees, and colleges funded through Parts B and C) to compete without regard to previous funding. The effect of the legislation as it is currently written is to punish colleges for acknowledging and addressing pressing problems. Our nation, our colleges and our students deserve better.

Sincerely,

Charles H. Mitchell

Charles H. Mitchell, Ed.D.
President

Written testimony submitted for July 10, 1991 Hearing

Testimony

on

The Reauthorization of the Higher Education Act

Paul C. Gianini, Jr.
President
Valencia Community College
Orlando, Florida

Chair - Designate
Joint Commission on Federal Relations
American Association of Community and Junior Colleges
and the Association of Community College Trustees

submitted to the

Subcommittee on Postsecondary Education
Committee on Education and Labor
United States House of Representatives

July 10, 1991

Mr. Chairman and members of the subcommittee, I am Paul Gianini, president of Valencia Community College, a public, comprehensive, associate degree-granting institution established in 1967, and serving two counties in Central Florida with an enrollment of over 52,000.

I am pleased to have the opportunity to address Title III, Part A, of the Higher Education Act, and particularly to support the use of these funds to continue to strengthen the nation's community colleges via a set-aside of at least $51.4 million, preferably higher.

Community colleges are the critical "main valve" in the educational pipeline about which the Congress is justifiably concerned. It will be in community college classrooms that America will win the battle to produce the college-educated minds needed by our nation to address our domestic challenges and to prosper in the international arena.

Economists tell us that as many as 50 million working Americans must upgrade their job skills within this decade, to keep our country competitive. The lion's share of this training will take place in postsecondary education programs below the baccalaureate level.

It would be impossible to exaggerate the importance of the $51.4 million Title III Part A set-aside in helping community colleges to meet such a challenge. Title III does far more than any other title of the Act to help the colleges at the front lines to deal effectively with both demographic change and workforce development. To support both access and program quality is a pressing concern in many such colleges. In fact, the very purposes of the Act will be thwarted over time if, on the one hand, Title IV programs should continue to expand access, while on the other hand, program development and improvement should fail to keep pace in colleges that are on the frontlines, improving access. The

community colleges with burgeoning Hispanic enrollments are but one example of this troublesome resource gap. **Thus, a substantial increase in the total authorization is our first priority for Title III.**

As Chairman-designate of the Joint Commission on Federal Relations of the American Association of Community and Junior Colleges and the American Association of Community College Trustees, I want to emphasize our four strong recommendations for the Title III reauthorization, and to address the last in greater detail. These four are: eliminating the "wait-out" period for successful Title III grantees; treating all institutions alike in determining eligibility with no distinctions drawn among two- and four-year colleges; enabling all Title III eligible schools to apply for Challenge grants; and maintaining the Part A floor, or set-aside, for community colleges, which continue to be the growth industry of higher education.

Regarding the last recommendation a good case could be made for the continuation of the community college set-aside simply as an issue of fairness. Historically, community college participation in this important program has been severely restricted. For twenty years prior to 1986 community colleges experienced a set-aside of 24% funding in Title III - Part A. During that time period, the number of accredited community colleges grew from 719 to 1224, a 70% increase. In 1970, community college students enrolled 27% of all postsecondary students, and that percentage grew to 37% in 1985. Clearly, community colleges were the developing institutions of that period, and enrolled more than 24% of all postsecondary students.

The 1986 reauthorization began to address long years of neglect, and as a result of the set-aside enacted in 1986, community college grants increased from about $27 million each year in 1982-84 to exceed the $51.4 million set-aside in 1990.

Also, the eligibility criteria for Part A grants have worked to limit the number of community colleges that are allowed to compete, since community colleges are only compared to other community colleges on the two eligibility criteria, those being the number of Pell grant recipients enrolled and the average costs per full-time enrolled student (FTE). Looking at 1986-87 data for example, four-year public colleges with average costs of $8376 per FTE met the eligibility criterion when two-year public colleges with average costs of $4444 per FTE did not. Clearly, the criteria for establishing eligibility have worked against two-year institutions.

However, while it is important to be aware of the history of Title III funding, I am not asking you to continue the set-aside provision because of past problems. Rather, the set-aside is merited based on the current and future performance of the nation's community colleges.

Community colleges serve over six million students nationally, and in 1988, provided opportunity to 46% of the minority students enrolled in postsecondary education. Over half of all first-time freshmen are enrolled in community, junior and technical colleges, and our average student is 28 years old. Sixty-seven percent attend college on a part-time basis. Community colleges form the nation's largest system of higher education and formal workforce training.

The inherent flexibility of community colleges means that we can correct student skill deficiencies, prepare 18-year olds to continue on to pursue a bachelor's degree, help 40-year olds to change careers, reach out to improve the K-12 system via teacher training and drop-out prevention, and provide training programs that enable employees to transcend changes in the workplace and remain competitive, producing the quality of customized, high-tech worker training and re-training that, for example, enabled the Martin Marietta Electronics, Missiles & Information Company in Orlando, Florida to produce the Patriot missiles needed in Operation Desert Storm. Indeed, Valencia students were involved in the production of the Patriot missile.

Community colleges will also play a central role in achieving the "America 2000" goals for education recently announced by President Bush. We can directly contribute to meeting the goals of increasing the high school graduation rate to 90 percent, improving student competencies in challenging subjects, enabling U. S. students to be first in the world in science and mathematics achievement, enabling adults to be literate and to possess the knowledge and skills needed to compete in a global economy, and to achieve a drug-free environment in our schools. The America 2000 plan proposes that we become a "nation of students," and community colleges provide the outreach that can make that vision a reality.

Today, Title III is the only source of funding available to community colleges to develop the capacity to carry out this work. Valencia has received two Title III grants which are examples of the type of comprehensive change and development that Title III funds support.

In 1987, Valencia Community College received a five-year Title III Strengthening Institutions grant that enabled the college to launch a comprehensive retention program that has resulted in a significant improvement in the retention rates of students.

In fact, **the at-risk student retention rate (80-85%) has been increased in three short years to exceed the rate of the total student population, which is 65%.**

This significant achievement has been made possible as a result of Title III grant assistance in developing a comprehensive student services plan that is unique in its conceptual design and that departs from a more traditional and narrow view of student services. The plan has as its central focus the use of technologies to integrate a broad spectrum of academic, administrative, financial, and student support services that impact students. Thus, college services are linked in a holistic system that increases retention and ensures student success.

In 1987, Valencia faculty and staff were successfully using computers to improve instruction and counseling services, increase instructional capacity, and to manage the college more efficiently. **The 1987-92 Title III grant has enabled the college to link technologies and systems, and thereby to link the services that impact students.**

These technological enhancements allow Valencia professors, counselors and administrators to function as a team in service to students, while increasing access to education in a service district experiencing rapid growth. The Central Florida regional population has increased by 53% during the last decade. Also, Valencia's FTE (full time equivalent enrollments) have been growing at an average rate of 10% annually for the past five years, and are expected to double in the next decade.

The Title III grant provided the structure that is enabling the college to absorb growth and provide individualized services essential to student success, solving the two major problems confronting the college that were identified in the 1987-92 comprehensive development plan, which were to absorb growth, especially of minority students, and to address the need to increase student exit test scores.

The following goals are being addressed by the Title III project:

1. Improve the quality, cost-effectiveness and accessibility of instruction by ensuring that courses are, to the greatest extent possible, tailored to the needs of the individual student.

2. Strengthen the delivery of student services and improve cost-effectiveness by redefining and integrating the efforts of professional teams that serve each student and by implementing advanced technologies.

3. Train faculty in instructional methods and technologies that enable student success, providing quality, accessible, cost-effective, individualized instructional services.

The results have been dramatic. While each of the many project objectives can be measured and reported individually, the impact is best expressed in terms of the project's bottom line measure of success, student retention. Initial analysis of the retention rates of the at-risk students who were provided mentoring and the student success course reveal that **84% of these students were retained**.

The Title III funded retention project has **enabled the college to achieve a retention rate for at-risk students that is twenty percentage points better than that of the general population in just three short years.** It is important to note that the at-risk student group includes 29% minorities (19% African American, 16% Hispanic and 4% Asian). These groups comprise 23% of the total student population. Therefore, the project is making a special contribution to the success of minority students who are at risk. (At Valencia, students are considered to be at risk if they fail to pass one or more of the components of the college entry assessment test.)

The return of these students for subsequent terms and their successful completion of courses demonstrates that they have been sufficiently integrated into the college to make the next step in meeting the student's educational goals possible.

Recognizing the critical need to support successful student transition from the community college associate-degree program to the pursuit of the baccalaureate degree at the university, Valencia Community College and the University of Central Florida, both located in Orlando, entered into a five-year cooperative arrangement funded by the Title III Strengthening Institutions grant program for the 1988-1993 period.

The grant-funded activities have already demonstrated success in smoothing the path from the community college to the university and plugging one of the major holes in the "pipeline" of students as they move through the educational system. In fact, while Valencia is the fifth largest Florida community college, we rank second in terms of the number of students who have transferred and are successfully enrolled in the State University System.

This cooperative arrangement is unusual and has achieved success because the two institutions view each other as partners rather than competitors. The institutions have a proven track record of cooperative planning. Serving one of the most rapidly growing regions of the nation, both institutions experience problems related to rapid growth that is not expected to abate until well into the next century. Because competition is minimal, the institutions can seek optimum solutions to serve a common group of students, opening the door for this unprecedented cooperative effort.

Given that Valencia transfer students comprise nearly 40% of the graduates of the University, any successful attempt to strengthen the Valencia programs could be expected to impact the upper division at the University.

In 1986-88, the institutions conducted a joint planning process, identifying several common problems that could be addressed with Title III funding. They included:

- the raising of the required passing rates for students taking the Florida College Level Academic Level Skills Test (CLAST) required for entry into the junior year of college.

- retention rates at both institution that were lower than desirable

- the need for improved academic planning processes that incorporate information about the common group of students being served

- the need to strengthen library collections and services

- reliance on a common pool of adjunct instructors needed to offer class sections in time of rapid growth.

In order to address these problems in an efficient and effective manner, Title III funds are being used to support:

- a faculty development program tied directly to assisting faculty in providing appropriate assistance to students experiencing academic problems, and to ensuring that academic standards are coordinated at both institutions

- a linkage between the two institutions' student advisement and orientation systems that supports the smooth transfer of and joint enrollment of students from the community college to the university, enabling students to plan a four-year program upon entry into the community college

- development of an instructional feedback capability that enables the institutions to capture the data needed about students to measure student outcomes

- developing methods of sharing facilities, including library resources.

The two specific project goals are:

1. To improve the quality of instruction by ensuring that students are skilled in three areas that cross discipline lines and that are critical to academic success: written communication, mathematics, and research abilities, and by providing strengthened academic planning.

2. To improve student retention through achievement of the bachelor's degree by providing integrated academic advisement and orientation systems between Valencia Community College and the University of Central Florida, and providing for electronic transfer of and access to transfer and dually-enrolled student data between the two institutions.

While the project directly addresses local needs of the two institutions involved, it also provides an example of the mutual benefits that can be achieved through cooperative effort. In 1988, a panel at the annual meeting of the American Council on Education addressed transfer issues. Alison Bernstein of the Ford Foundation identified two transfer problems yet to be addressed; inadequate faculty involvement and insufficient data collection on transfer students. The Valencia Community College/University of Central Florida Title III project is solving those problems while keeping the central focus on the student.

Many community colleges and four-year institutions exist virtually side-by-side across the nation, sharing common problems that invite cooperative solution. Valencia Community College and the University of Central Florida are demonstrating the synergism that can be created among institutions resulting in short- and long-term savings to the institutions and to society.

Valencia is joined by many other community colleges in effectively using Title III funds. Other examples include:

Catonsville Community College in Maryland

Title III funds are being used to develop a plan for institutional effectiveness; develop new academic programs in computer integrated manufacturing, telecommunications and physics; and to improve services to disabled students.

Waubonsee Community College in Illinois

The development of effective services to improve the success rate of Hispanic students and to reach rural residents more efficiently is being supported by a Title III grant. The project has resulted in a 70% retention rate for Hispanic students in several key academic programs.

York Technical College in South Carolina

This college has effectively used Title III funds to develop academic programs in response to technological changes in local business and industry, and to develop the faculty's capacity to assist academically disadvantaged students, directly supporting student retention and success.

Allen County Community College in Kansas

Title III funds are enabling the college to develop new academic programs in electronics and manufacturing technology in response to local business and industry needs; to convert the previous manual student records system to an electronic system that produces the kinds of information needed to manage the college effectively; and to assess students upon entry, improve student retention, and provide career advisement and job placement services.

In order to share models of success developed with Title III funds and to maximize the benefit of the federal investment in these colleges, I urge you to consider adding to the Title III Part A grants a category of dissemination grants that will enable colleges that have successfully solved institutional problems to refine and share those solutions with others.

On a related issue, colleges that have successfully completed past Title III projects should not be barred from future Title III competitions if they are proposing to address new problems and find new student-centered, results-oriented solutions. Recently the

Secretary of Education announced his position that colleges should only be allowed to compete for a one-year planning grant and one, five-year Part A grant. While I share in his motivation to make Title III funds widely available, I believe that the best interests of the nation are served when the funds are awarded competitively to those colleges that are of strategic importance to the nation and that have done the best job of assessing their problems, selecting appropriate solutions, identifying performance indicators, measuring results and using those evaluations to improve student performance.

The Title III program should remain, as it has been from the start, a national competition, rather than a grant to which every institution is eventually entitled. Congress should consider finding resources to increase the monies available in this highly effective program.

Currently, [see 34 CFR 607.9(b)(3) and (4)] the law provides that an institution that receives a Title III Part A development grant of four or five years must "wait out" of the competition for these funds for a like period of time (four or five years). No similar eligibility requirement is placed upon institutions receiving three-year grants under Title III part A, or for recipients of endowment grants or grants for historically black colleges and universities under parts B and C.

The legislation should be changed to eliminate the "wait out" period, thereby allowing all colleges with these grants to apply for eligibility to compete for new grants of up to $2.5 million when their current grants expire. This amendment would be in the best interests of the Nation's students, and it would not limit unreasonably the application of new resources to solve emerging problems.

Further, the legislation should be changed because:

1. The length of a previous grant is not an appropriate basis on which to decide which, if any, of the grantees with expiring grants should be allowed to compete for new funding. The basis for funding decisions should be on the merit of proposals based on the criteria for the competition.

2. Given that the Nation is being challenged in an unprecedented manner by foreign competition, it is not in the national interest to bar our higher education institutions from competing for Title III funds simply because these institutions have been addressing problems for a given period of time in the immediate past.

3. Conditions faced by institutions can be expected to change rapidly in the 1990s. Events could threaten an institution that could not have been anticipated when an earlier four- or five-year grant was written. It would be unfair to prevent these institutions from competing for new grants.

4. The prohibition to reapply for funding is especially harmful to community college efforts to serve minority and at-risk populations. Community colleges are working on solutions to the retention of minorities and at-risk students , and play a special role in enabling these students to succeed in pursuing higher education. The development of solutions to these pressing problems can require long-term effort. Institutions working to develop these solutions should not be barred from competing for new Title III grants.

5. It is not equitable to require recipients for four- and five-year grants to refrain from competing, when recipients of three-year grants may re-compete.

The current "wait out" period for recipients of four- and five-year grants should be eliminated. While colleges should not be allowed to apply a second time for the same projects, it is in the nation's interest to allow colleges to respond to new, emerging problems. For example, in my own community, the Department

of Defense proposes to close a major local employer, the Orlando Naval Training Center, which will place unprecedented demands on our college to provide training and re-training services that could not have been anticipated. We should not be prevented from applying for federal resources to address a major educational training problem that will confront our community due to decisions made at the federal level over which we have no control.

Because of the strategic role that community colleges play for our nation and our record of performance, I urge you to continue the community college set-aside at least at the $51.4 million level and to compare all colleges for the purposes of applying the eligibility criteria. Title III funds should be directed to those institutions that are best positioned to deliver on the key issues facing our nation and that have already demonstrated a record of performance. Congress must be able to direct resources to address the problems that are important to students, families, workers and employers in your communities.

Thank you.